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Comprehensive self-study covering administration, faculty, curriculum, library, facilities, student services, and business and financial operations. Introductory and concluding chapters discuss the college's objectives and future plans.

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REPORT OF THE

FACULTY SELF-STUDY

JUNE, 1962

ED000910

A Report of the

SELF-STUDY OF LEWIS COLLEGE

BY

The Faculty of the College

LOCKPORT, ILLINOIS

JUNE, 1962

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FORWARD

This self-study represents the results of two years of work on the part of faculty and staff under the leadership of Brother Louis, the Dean.

As the Christian Brothers assumed the direction of the College, one of the very useful sources of information was the earlier evaluation prepared by the faculty during the 1958-59 academic year.

However, with the changes in administration, personnel, and other factors affecting the College situation, it was still necessary to begin a new analysis of the strengths and weaknesses of the College, the opportunities and plans for the future, as well as the history of the past.

The stability now possible to the College with the resources of a large religious order and the increasingly generous backing of friends of higher education, are making the short-range plans of the College an early reality, and assuring the steady progress of the long-range program.

Many people have been helpful in setting the stage for the fuller realization of the aims and objectives of Lewis College. Committee work, statistical analysis, and supervisory help have all had a part to play in the development summarized here. Without the capable and generous assistance of the secretarial staff, the publication of this report would not have been possible.

All who participated in this project have felt the benefits such studies foster, individual and corporate. However, considerable work was involved and time sacrificed. For this contribution to the success of the College, I wish to express my personal thanks and the gratitude of the Board of Trustees.

Brother L. Paul

Brother Paul, F.S.C.
President

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CHAPTER I

THE LEWIS COLLEGE SELF-STUDY

Background of the Self-Study

General Procedures

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CHAPTER I

THE LEWIS COLLEGE SELF-STUDY

BACKGROUND OF THE SELF-STUDY

The present self-study of Lewis College actually began in January, 1960. As is explained later in Chapter II of this report, a major change in administrative control was scheduled to take place in June, 1960. In preparation for this the new president, Brother Paul, was named in January, 1960, and from then until June he was at Lewis College daily as observer and consultant. He made a thorough inspection of the buildings and grounds, and had frequent consultations with the members of the administration. He also had at least one consultation with every faculty member and with some student representatives. In all of these consultations he obtained judgments on the problems of the College, its strengths and its weaknesses.

The new dean of the College was also named in January, 1960, but was unable to be on the campus regularly until the beginning of July. He did however spend a week on the campus in mid-April for purposes of consultation. Further consultations and discussions continued throughout the summer of 1960. In other words, a serious and systematic effort was made to form a valid judgment of Lewis College in all of its aspects and operations.

As a result of these activities the following areas were selected as needing special emphasis in further study:

1. The continued improvement of the faculty and of the conditions of faculty service. The selection of this area was not intended as a reflection on the quality of the faculty at that time. It was simply a recognition of the importance of the faculty to any college, and of the fact that the strengthening of the faculty and the establishment of high faculty morale must always be a prime concern of any college administration.

2. The continued improvement of the student-body. This would require first of all a strengthening of admissions requirements and procedures. It would also require continued efforts to foster in students those attitudes which are basic to educational growth and to intellectual excellence.

3. A re-study of the curriculum, involving the elimination from the catalogue of courses that are not regularly offered, a pruning of courses which continually have very small enrolment, a re-examination of the general education requirements, and a study of department organization and majors. The major in Industrial Arts was seen to pose a special problem.

4. A re-study of the whole area of student personnel services, where some weaknesses seemed evident; in particular, student health, counseling, student organizations, and the religious atmosphere.

5. The improvement of the physical plant in many areas. A building program schedule was set up.

6. Insuring that all operations of the College are on a sound financial basis. The withdrawal of the substantial contributions by the Catholic Salvage Bureau described in Chapter II, made the need for sound financing a cause of special concern.

7. Applying for accreditation by the North Central Association of Colleges and Secondary Schools. It was recognized that no matter how excellent the college program might be, lack of accreditation would deter some qualified students from entering.

8. The administration recognized as a very particular problem the need for tact in dealing with these problems, because of the natural doubts and uncertainties in the minds of faculty and students, which were caused by the major changes in the administration of the College.

GENERAL PROCEDURES

During the college year, 1960-61, the self-study proceeded in a somewhat informal way. Each department was asked to study its departmental program, to draw up a statement of aims and objectives for the department, and to make realistic revisions of the program. It was recommended, but not made mandatory, that a beginning be made on the preparation of course syllabi. The results of these departmental studies were submitted early in the second semester, and reviewed by the Committee on Educational Policies. Other committees were instructed to make preliminary studies of their areas of responsibility.

To assist the Faculty in their thinking about the college problems discussed in the course of the self-study, and to direct attention to important areas of the college program, guest speakers were brought to faculty meetings in 1960-61, and this program was continued in 1961-62. In all, six guest speakers addressed the Faculty during the two year period. The names of these speakers and the topics they discussed are as follows: Brother J. Leo, Director of the Graduate Program, Saint Mary's College, Minnesota, "The Construction and Use of Classroom Examinations;" Doctor Harold Temmer, Associate Dean of Admissions, University of Illinois, "The American College Testing Program;" Father Robert W. Mulligan, S. J., Vice President, Loyola University, Illinois, "A College Self-Study and the North Central Association;" Professor John M. Wosniak, Chairman of Education Department, Loyola University, Illinois, "General Education in the College Program;" Father Edward V. Stanford, O. S. A., Administrative Consultant for the Association of American Colleges, "Faculty Organization and Faculty Excellence;" Brother Leonard Chrysostom, Director of Developmental Reading, Saint Mary's College, Minnesota, "Developmental Reading and the College Student."

Impetus was given to the self-study in the late fall of 1960, when an inspection team from the Illinois State Teacher Certification Board visited the campus. Through an oversight of earlier administrations or of the State Certification Board, Lewis College was officially approved for teacher education only in certain technical fields. In order to rectify this the College requested an inspection visit for the purpose of obtaining full approval. An inspection committee of three was appointed with Robert G. Bone, President of Illinois State Normal University, as chairman. The committee visited the campus December 12, 1960, and examined the curriculum, student teaching, competence of the Faculty, student personnel work, physical plant, and the following notice from the Illinois State Teacher Certification Board resulted: "At its meeting on January 30th, the Certification Board voted unanimously to approve the teacher training program of Lewis College."

An important part of the self-study was the clarification and re-statement of the college aims and objectives. As was mentioned earlier, departments drew up and submitted departmental objectives in the fall of 1960. Based on these statements of departmental objectives and on discussions with departmental chairmen concerning them, the Dean, acting as self-study coordinator, drew up a preliminary revision and elaboration of the statement of objectives of the College. This was done in July, 1961, and the result was presented to the faculty in September. After discussion of this preliminary statement in divisional meetings, the faculty was surveyed to determine the extent of agreement with and criticism of it. The statement was again revised, and in the new form, approved by the faculty.

In September, 1961, the faculty was formally organized for the third phase of the self-study. Areas of the self-study were defined corresponding to the various chapters of this report. Each area was assigned to a specific committee for study. In the case of Aims and Objectives as well as Curriculum and Instruction, the entire faculty was also asked to make a study of these areas. Surveys of the faculty, of the student body, and alumni, collected factual data and judgments on the operations of the college program. An outside agency was engaged to obtain an estimate of the potential for future support of Lewis College by its public. One of the faculty members undertook a study of the trends in population growth in the major areas from which Lewis College draws its students.

Early in the fall of 1961, detailed outlines of most of the areas of the self-study were drawn up specifying the questions to be considered and answered and the factual information to be collected. These outlines were distributed to the whole faculty for their information but were primarily intended as helps to the committees responsible for the various areas of the self-study.

Lewis College benefitted from the kind and capable services of Rev. Robert W. Mulligan, S. J., who served as North Central Association consultant during the third phase of the self-study. The self-study co-ordinator has been in frequent communication with Father Mulligan. Father Mulligan visited the campus in September, 1961, to give advice, and to indicate to the faculty directions along which to proceed. He made a two-day visit to the campus in February to conduct an unofficial inspection tour which has been very helpful. Father Mulligan carried out his work with great perception, as well as sympathy and understanding.

The College also arranged for the services of Father Edward V. Stanford, O. S. A., who was available under the Administrative Consultant Program of the Association of American Colleges. Father Stanford was at Lewis College March 5-8, 1962, giving us the benefit of his experience and advice, particularly in matters of administrative organization. His official report of the visit included the following:

"It is not possible to conclude, however, without paying tribute to the admirable way in which, in such a brief time, the Christian Brothers have taken hold of this College, given to it clearer objectives and a new lease on life, and set it definitely on the road to progress."

As the various reports began coming in the co-ordinator of the self-study undertook the work of editing them, and incorporating them into a unified report of the whole self-study. As each chapter was prepared, it was distributed to the whole faculty and to other interested parties for criticism and suggestion. In the light of this, the final copy was prepared.

As an aid in carrying on the work of the self-study and in drawing up the final report, the co-ordinator had on hand the report of a Lewis College self-study made in 1958-59. This was under the previous administration. While this 1959 report had not been accepted by the North Central Association, it still served as an indicator both of points to include and of defects to avoid. A number of reports from other colleges were also studied.

This final draft of the Lewis College Self-Study constitutes the formal application by Lewis College for accreditation by the North Central Association of Colleges and Secondary Schools.

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CHAPTER II

THE ROLE OF LEWIS COLLEGE

History

Location

Clientele

Aims and Objectives

The College and Society

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CHAPTER II

THE ROLE OF LEWIS COLLEGE

HISTORY

Lewis College has been in existence as a college of arts and sciences since 1950 when programs leading to the bachelor's degree were first offered. The bachelor of arts and the bachelor of science degrees have been awarded regularly since the Commencement Exercises of 1952. However its history as an educational institution covers a period of thirty some years, and the several forms through which its educational program has evolved, have had some influence on the present character of the College.

The history of Lewis College began in 1930 when Michael and Frances Fitzpatrick of Lockport donated 160 acres of their land to be used by the Catholic Archdiocese of Chicago for some charitable purpose. This was during the depression period, and His Excellency Bernard J. Sheil, Auxiliary Archbishop of Chicago, decided to use the land for the erection of a technical high school for boys. The purpose intended for the school was the education of boys of worth and ability who were unable to continue their education because of financial circumstances. Funds for the first buildings were obtained through the Holy Name Society of Chicago, and the Catholic Salvage Bureau of that city was organized to provide operating capital to cover the expenses of teaching, housing, and feeding the boys selected. The school opened in 1932, the students being selected on the basis of ability, character, and need. The supervision and instruction of the students were taken care of by Franciscan Brothers and laymen.

From the very early days, Mr. Frank J. Lewis became interested in the school, and then and later provided funds for a number of needed buildings and for the improvement of the campus. Hence when the school was incorporated in 1934 it was called the Lewis Holy Name Technical School.

Almost from the start, the technical courses which were offered were predominantly in the field of aeronautics. Because of this the name was changed in 1935 to the Lewis Holy Name School of Aeronautics. This trend towards specialization in aeronautics continued. A 170 acre airport was added to the campus in 1938, and soon after, the school was participating in the Civilian Pilot Training Program sponsored by the United States Government. In 1938 also the Franciscan Brothers left, and from then until 1960 the school was administered by laymen.

Gradually courses in aeronautical engineering for high school graduates were introduced. In 1940 tuition-paying students were admitted to these courses along with those who were awarded scholarships. In that year also the name was simplified to the Lewis School of Aeronautics, since the Holy Name Society was no longer connected with the school. Concentration in aeronautics continued. In 1941 a full program of aeronautical engineering was introduced, requiring a high school diploma for admission, and at the same time the high school program was terminated.

The aeronautical engineering program was short-lived. Although a small class was graduated in 1942, the war in which the country was then engaged forced the discontinuance of the program. In November, 1942, a War Training Service Contract was entered into with the United States Navy, whereby the entire facilities of the school were to be used by the Navy for its Special Flight Instructor's Course. This lasted until May, 1944, when the Navy withdrew its unit from the campus.

After a study of the educational needs of the area, the Board of Directors decided to re-open the school in 1944 as a four-year junior college offering the usual academic subjects, and along with these a terminal program in aviation maintenance and flight. In keeping with this change of curriculum, the name was again changed in 1946 to Lewis College of Science and Technology. As more and more students showed interest in a strictly college level program, the eleventh and twelfth grades were discontinued in 1949, and a four-year college program in the arts and sciences was inaugurated in 1950. Courses in aeronautics continued to be offered however, and this program had the approval of the Federal Aviation Authority as a preparation for F. A. A. licenses.

Women students were first admitted at about this time, although the student population then and in succeeding years remained predominantly male. The College was accredited by the University of Illinois with a Class "A" rating in 1954. Previous to that time it had been accredited as a junior college. Chapter I of this report pointed out that the College is approved by the Illinois State Teacher Certification Board for the training of high school and elementary school teachers.

One further major change took place at Lewis College. Because of the growing Catholic population in the area, the new Diocese of Joliet was formed in 1948 from territory which originally belonged to the Archdiocese of Chicago. While the Lewis College campus lay within the confines of the new Diocese of Joliet, the ownership of the property was retained by the Chicago archdiocesan authorities until 1960, when it was given over to the Diocese of Joliet. At the same time, the financial support from the Catholic Salvage Bureau of Chicago was discontinued.

Since the College was performing a needed service for Catholic education of the area, His Excellency Martin D. McNamara, Bishop of Joliet, wished to insure its continuity and growth. He arranged to have the Brothers of the Christian Schools take over the direction and control of the College. This became effective in June, 1960. The Brothers of the Christian Schools, more commonly known as Christian Brothers, is a Catholic teaching congregation long associated with the education of boys and young men in the United States and elsewhere. This congregation supplies the administration and some of the faculty for the College. Some members of the Catholic clergy also form part of the faculty, but the majority of the faculty continue to be laymen.

With the change in administration the admission of women students was discontinued, and the institution again became a college for men. Recognizing that the true character of the institution was now more properly that of a college of arts and sciences rather than that of a school of technology, steps were taken in 1961 to have the name simplified to Lewis College. A perplexing problem which the new administration had to face was the close association of the college program with the technical program in aeronautics. This program had continued in one form or another throughout the history of the institution. As a first step, a factory at the far end of the campus was purchased and remodeled, and the aeronautics program was moved into it in December of 1960. This had the effect of achieving a physical separation between the two programs and of making possible the improvement of both.

This new location was completely destroyed by fire in January of 1962. After serious consideration it was decided to rebuild and to re-open the aeronautics program in September of 1963. However, it was also decided that this will be a separate institution from the College, so that the College and the aeronautics program will no longer be intertwined.

A building program for the College is already underway. Con-

construction on a new dormitory was begun in 1961, financed with the help of a federal loan. Substantial assistance from the Lewis Foundation is enabling the College to begin in 1962 the erection and re-modeling of buildings to improve facilities for classrooms, science and language laboratories, administrative and faculty offices, library, cafeteria, and student recreation.

LOCATION

The campus of Lewis College consists of slightly over six hundred acres, which were acquired over the years partly by gift and partly by purchase. A part of this acreage is at present occupied by a small airport operated by the College, and a second part is leased out for farming. The College itself is at present using about one hundred and fifty acres.

The campus is situated outside of Lockport, Illinois, about thirty-five miles southwest of Chicago, and several miles north of Joliet. It borders one of the main highways, but the college buildings are well secluded from the traffic, occupying the crest of a gradual rise from the highway. The general atmosphere is thus undisturbed, and conducive to intellectual and spiritual development.

The region in which the College is located is growing, both industrially and residentially. Thus, the population of the county, Will County, has increased from 114, 210 in 1940 to 191, 617 in 1960. During the decade from 1940 to 1950 the rate of increase was 22%, while in the following decade it was 29%. This increase is due to high birth rate more than to migration, and emphasizes that there will be increasing need for schools and colleges. Table 1 brings this out by giving the number of young persons of Will County in various age intervals for the year 1960.

Table 1. AGE COMPOSITION OF YOUNG PERSONS OF WILL COUNTY FOR THE YEAR, 1960

Age Interval (In years)	No. of Males	No. of Females
20-24	5, 357	5, 896
15-19	6, 334	6, 554
10-14	8, 717	8, 503
5-9	10, 427	10, 263
Under 5	12, 180	11, 855

There is a corresponding growth in the Catholic population of the area as a study of statistics of the Diocese of Joliet shows. The Joliet Diocese includes the counties of DuPage, Kankakee, Will, Grundy, Ford, Iroquois, and Kendall. Table 2 gives a sufficient indication of the growth in the Catholic population, and of the increase in number of boys in the Catholic schools and colleges of the diocese.

Table 2. NUMBER OF BOYS IN CATHOLIC SCHOOLS AND COLLEGES WITHIN THE JOLIET DIOCESE.

		Number of Boys in:		
Year	Catholic Population	Elementary Schools	High Schools	Colleges
1953	102, 967	7, 120	1, 150	420
1954	108, 571	8, 002	1, 201	528
1955	122, 416	8, 772	1, 298	631
1956	137, 750	9, 675	1, 441	485
1957	153, 557	10, 563	1, 631	599
1958	165, 138	11, 773	1, 882	630
1959	189, 730	12, 634	2, 303	802
1960	201, 081	13, 462	2, 473	844
1961	210, 033	14, 066	2, 620	1,038

These tables do not give statistics for all of northeastern Illinois, but they are fairly representative of the whole area. While a number of colleges and universities draw students from the same highly populated area of northeastern Illinois, Lewis College has a special appeal to many students of this area as a small Catholic college of arts and sciences, under the direction of the Christian Brothers, with comparatively low fees, having a residential campus outside of city boundaries, and yet being situated near to the students' homes.

CLIENTELE

As was pointed out earlier in the History, Lewis College is at present a college of liberal arts and sciences. Its student body is relatively small, and by 1963 will be all male. The students are predominantly Catholic, and enter college immediately after graduation from high school, usually a relatively large Catholic high school. The large majority come from a limited geographical area in northeastern Illinois. Most of them are from what would be termed middle-class families. They are for the most part of average ability, although there is in some cases a wide range of ability.

Table 3. LEWIS COLLEGE FALL ENROLLMENT STATISTICS.

	1957	1958	1959	1960	1961
Full-Time					
Freshmen	169	194	209	269	273
Sophomores	90	127	99	120	150
Juniors	70	96	77	85	93
Seniors	56	59	64	77	85
Total Full-Time	385	476	449	551	601
Part-Time and Extension*	40	42	76	66	6

*Part-Time and Extension figures for 1957 and 1958 may be slightly inaccurate. The decrease of the number in this category in 1961 was due to the deliberate policy of the college in discontinuing evening and extension courses.

Table 3 gives the composition of the student-body of 1961-62 by classes, and also indicates the growth of the student-body over the past few years. There is every reason to expect this growth to continue and even to accelerate. As was pointed out in the previous section, the number of college-bound high school graduates is increasing in the area from which Lewis College now draws a number of its students.

The proportion of drop-outs for all reasons has decreased in the past two years even though the probation and dismissal policies have been more strictly enforced. This is shown in Table 4.

The Christian Brothers are well-known and highly regarded, especially in Catholic educational circles, and their identification with Lewis College has already had the effect of increasing the number of applications for admission. More intensive and systematic efforts have been made in the past two years to acquaint high school counselors and teachers, and high school students, with the educational opportunities available at Lewis College. A Director of High School Relations was appointed in 1960, whose duty it is to visit high schools, presenting information about Lewis College, and interviewing high school counselors as well as interested students. He is assisted by a second member of the administration on a part time basis. Several faculty members also assist on occasion by representing Lewis College at College Days in the area.

Table 4. ATTRITION OF LEWIS COLLEGE STUDENTS*

Semester	Number Registered	Graduated	Other Withdrawals
Fall of 1959-60	462	9	60
Spring of 1959-60	425	65	139
Fall of 1960-61	551	14	66
Spring of 1960-61	502	57	100
Fall of 1961-62	607	14	56

*For each semester listed, the table gives the number of students registered for that semester, the number of these who graduated at the end of the semester, and the number who for other reasons did not return the following semester.

The Christian Brothers plan to establish on the campus in the near future a scholasticate for its young members in training who come from the Illinois area. They will receive their college education and teacher preparation here. The Bishop of the Diocese of Joliet also plans to establish a seminary on the campus for the education of candidates for the priesthood. These candidates will obtain their college degree with a major in philosophy. Both of these groups will attend the regular college classes. While they will make a significant increase in the student-body, they will not affect the nature and purpose of the College.

There are two conditions which at present deter some prospective students from entering Lewis College, and as these are overcome, an increase in applications should be the natural result. The first of these is that the image of the College, in the minds of many, is still that of an aeronautical school. This is understandable in view of the history of the College, and it is being corrected gradually. The second deterrant factor is the fact that the College, although having state-wide accreditation, is not accredited regionally. The present self-study is one step towards overcoming this deficiency.

Although there is every reason to expect the number of applications for admission to continue to grow, the College plans definitely to control growth. A policy has been established to limit growth in any one year to one hundred or one hundred and fifty students, depending on the size of the student body at the time. The College has set fifteen hundred as a maximum for its student body, and it expects to be in the range from twelve hundred to fifteen hundred in about seven or eight years. All planning for the future is made with this figure in mind, although it is also recognized in the planning, that conditions in the more distant future may require further development in the planning.

The student-body is predominantly Catholic and will undoubtedly remain so, even though there is no restriction on the admission of qualified students who are not Catholic, and such students are not required to take courses in theology nor to attend religious services of the College. However, since the College is under Catholic auspices, and since the Catholic atmosphere permeates the campus, it is natural that the number of non-Catholics who apply for admission is quite small.

Table 5. GEOGRAPHICAL ORIGIN OF LEWIS COLLEGE STUDENTS, FALL SEMESTER, 1961 (590 OF THE TOTAL OF 607 STUDENTS.

Home Location	Number of Students
United States	
Illinois	
Cook County	345
Will County	121
DuPage County	41
Kane County	11
Lake County	5
Rest of State	27
Total Illinois	550
New York	11
Indiana	9
Wisconsin	9
Nebraska	2
Florida	1
Massachusetts	1
Michigan	1
Minnesota	1
Ohio	1
West Virginia	1
Other Countries	
Costa Rica	1
Hong Kong	1
Panama	1

Table 5 shows that Lewis College students are very largely from Illinois, and in particular from northeastern Illinois. This condition is expected to continue, although as the reputation of the College becomes more firmly established, it is probable that there will be a somewhat larger percentage of boarding students from more distant localities. The proportion of boarding students and commuting students is expected to remain roughly the same as at present, at least for the next few years. Table 6 shows the number of students in each of these categories for 1961-62, as well as the number of Catholics and non-Catholics.

Table 6. LEWIS COLLEGE STUDENTS, 1961-62

	Catholic	Not Catholic
Boarding Students	301	6
Commuting Students	280	20

The home and family are important in forming the attitudes of the young and in contributing to their educational and cultural background. For this reason Lewis College has included this area in its study. For the most part, our students come from middle-class families, of limited financial means, with parents not as well-educated as they hope their sons will be. In a number of instances, the mother supplements the family income by working, full-time or part-time. And the large majority of the students help defray the costs of their education by working full-time during the summer and (or) part-time during the college year. Data on these points is not available for every student, but is available for sufficient numbers to give an adequate picture. Tables 7, 8 and 9, give information on the education of parents, the occupation of the father, and on the number of students who worked during the summer, 1961. Further studies show that of some four hundred students surveyed, one hundred and fifty are working part-time during the present college year.

It is only since 1960 that Lewis College has made a consistent effort to strengthen admissions policies. Prior to that time there were always some applicants for admission who were not accepted, but the admissions policies were very liberal. Consequently the student body at Lewis College is of somewhat lower ability than at many other colleges. The Christian Brothers in all of their educational works have always attempted to serve boys and young men of limited ability as well as those of superior ability. With this in mind, there is no intention that Lewis College will ever limit its admissions to students of high ability only.

Table 7. HIGHEST LEVEL OF EDUCATION ATTAINED BY EACH PARENT OF LEWIS COLLEGE STUDENTS, 1961-62

Category	Father	Mother
Did not complete grade school	20	14
Graduated from grade school	105	88
Had some high school work	113	112
Graduated from high school	170	227
Had some post-high school study	66	49
Received college degree	31	26
Took professional or graduate work	15	1

Table 8. OCCUPATION OF FATHER, LEWIS COLLEGE STUDENTS, 1961-62

Occupation Category	Number of Students with father's occupation in the category.
Professional occupations	35
Semiprofessional occupations	5
Managerial and official occupations	114
Clerical occupations	20
Sales occupations	33
Service occupations	50
Skilled occupations	116
Semiskilled occupations	54
Unskilled occupations	22
Retired	5
Deceased	38

Table 9. NUMBER OF STUDENTS, OF 395 SURVEYED, WHO WORKED FOR PAY, SUMMER, 1961

Class	Employed Full-time	Employed Part-time	Not Employed
Freshman	145	38	13
Sophomore	67	5	5
Junior	40	2	2
Senior	65	7	6

However, it is recognized that there are high school graduates who are not qualified to succeed in the educational programs offered at the College. Along with other admissions criteria, it has been decided to aim at the admission of those students only who rank in the upper two-thirds of their high school class. Exceptions to this may be made due to other special considerations. For the freshman class of 1961, there was still a fair number (39) admitted whose high school class standing was between the twentieth and thirtieth percentiles, but the number in this category will certainly decrease as time goes on. A few students below the twentieth percentile on high school rank were admitted in 1961, but each of these were given special consideration because of information supplied by the high school. Data on the high school rank of 1961 Lewis College freshmen, converted into percentile intervals, is given in Table 10.

It is possible that at some future date the College will establish a special type of program for the student of lower ability. But for the present, the aim is to strengthen the admissions policies. For the 1961 freshman class, over one hundred applicants for admission were not accepted because of poor high school background. This explains why the 1961 class showed practically no increase over that of 1960 even though the number of applicants was considerably greater.

A last point of interest relative to the students of Lewis College is the reasons they give for choosing this College. In a questionnaire filled out by four hundred students a number of possible reasons were indicated and students were asked to check the one or more reasons why they decided to enter Lewis College. Table 11 gives the six reasons checked by more than a hundred students, together with the number of times each was checked. The results of this survey are not unexpected, but they do verify for the faculty and administration, what are the features attracting students to Lewis Coleege. It is worthy of note that the reason "Christian Brothers college" appears among these top six, even though it could apply only to freshmen and sophomores.

Table 10. RANK IN HIGH SCHOOL CLASS, CONVERTED INTO PERCENTILE INTERVALS, OF 215 FIRST-TIME FRESHMEN, FALL SEMESTER, 1961

Percentile Intervals	Students ranking in the interval		Cumulative	
	Number	Percent	Number	Percent
91-100	6	2.8	6	2.8
81-90	14	6.6	20	9.4
71-80	15	6.9	35	16.3
61-70	27	12.5	62	28.8
51-60	30	13.9	92	42.7
41-50	29	13.5	121	56.2
31-40	40	18.6	161	74.8
21-30	39	18.2	200	93.0
11-20	10	4.6	210	97.6
1-10	5	2.4	215	100.0

Table 11. REASONS WHY STUDENTS CHOOSE LEWIS COLLEGE (FOUR HUNDRED STUDENTS SURVEYED)

Reason for choosing Lewis College	Number of times checked
Small college with chance for personal development	291
Nearness to home	279
A Catholic college	278
Provides good general education	146
Low tuition costs	117
A Christian Brothers college	115

AIMS AND OBJECTIVES

The statement of aims and objectives has been the subject of serious study at Lewis College during the past two years. This does not imply that any radical change in the aims and objectives was contemplated or effected. The intention rather was to make the statement of aims more clear, precise, and specific, in order that it would have more meaning for the whole college community and public.

Some of the procedures followed in the revision were outlined in Chapter I. As the revised statement began to take form, three groups were surveyed in order to determine the degree of acceptance of and agreement with the stated aims. These groups were the faculty, the present junior and senior students, and the alumni. For the faculty, the statement of objectives was itemized into some forty categories, and each faculty member was asked to indicate the extent to which his department should contribute to the particular objective. The results showed that for each objective, there was a large proportion of the faculty who judged that their department had either a considerable contribution, or some contribution to make.

A similar break-down of categories was used in the surveys of students and alumni, but with somewhat fewer categories tabulated. In these cases, both groups were asked to what extent they had achieved the stated objective through their college life and study. Alumni and students both indicated in large proportion that their progress had been either highly satisfactory or adequate. The details of these surveys are too bulky to be included in this report.* However, while they do not constitute conclusive evidence that the aims and objectives of the college are actually being achieved, they do seem to indicate a definite agreement with the objectives on the part of the college community.

The aims and objectives are stated in the form of ideals to be striven towards, and it is recognized that no student during his college years, or even during life, can achieve all of the ideals in all of their fulness. Neither will two students attain any of the ideals to exactly the same degree. There must be room for the differences in individuals. The aims and objectives are however stated in the form of ideals, in order to encourage continual striving by all in the college community towards higher and higher educational development, and in order that there will be some inspiration for students to continue this striving even after their college years.

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*They are on file at Lewis College.

Intellectual Development.

As a college of arts and sciences, Lewis College has as its immediate aim the intellectual development or maturing of its students. This intellectual development is three-fold in its scope; the gaining of knowledge and information, the development of right intellectual habits, and the formation of right attitudes and dispositions.

In order to think and judge intelligently in the variety of situations which confront him during life, the educated man must have a background of knowledge and understanding of those things which are pertinent to life situations, of those things, both natural and supernatural, which are proper to the mind of man. Lewis College aims to assist its students to acquire such a background of knowledge and understanding. The knowledge that we refer to here should not be passive, inert information, such as can be impressed on a recording tape and when erased, leaves the tape entirely unaffected. What is aimed at is a more penetrating understanding which has a permanent and ineradicable effect on the intellect, which is as it were, assimilated into the very life of the intellect. Along with this assimilation of knowledge and as a part of it, it is the aim of the College that the student establish for himself right principles of thought and action, principles on which he can base his decisions and judgments. This includes the formation of a hierarchy of values by which to order his life.

A part of this growth in knowledge is the acquistion of skill and competence in the English language, so that the student can express himself clearly and correctly, and attain facility in understanding written and oral communication. Lewis College also aims to provide the student with the experience of knowing one or two fields of study somewhat thoroughly, so that he may have a realization of what it is to know something well, and be able to distinguish between the superficial and the profound.

As a second aspect of intellectual development the College strives to assist its students to habituate themselves in the proper processes of thought and judgment. This implies the development of the intellectual virtues, and of those habits which are their support, such as concentration and attention, alertness, thoroughness, and accuracy.

Since the capacity for knowing and understanding depends very largely on the attitudes and dispositions of the person knowing, Lewis College aims to foster in the student those attitudes which provide the proper atmosphere for intellectual growth. The College recognizes that it cannot "teach" attitudes, but it is concerned that all of its contacts with students, individually and collectively, will be such as to foster attitudes which are favorable to intellectual development. For this reason it aims to establish a campus atmosphere favorable to the free acceptance of truth and moral self-direction by students. The type of attitudes which are referred to here are such things as: the desire to penetrate into the unknown in the realms of thought, intellectual honesty, objectivity, humility, sensitivity to life situations, a willingness to look in a new direction, and an appreciation of high quality workmanship.

Religious and Moral Development.

Besides intellectual development, Lewis College also aims to assist the student to achieve religious and moral development. It presents to the student an intellectual grounding in the Catholic faith, and encourages him to achieve a living faith that permeates all of his thoughts and actions.

The College strives to promote the religious life of the student as a personal relation with Christ, and it presents to the student the ideal of love of God and love of neighbor as the way of human perfection. Efforts are also directed towards engendering a proper conception and appreciation of the role of the layman in the apostolate, and to dispose the student to participate in parish life.

As a further aspect of religious and moral development, Lewis College aims to foster in the student a virile self-discipline based on the truths of religion, philosophy, psychology, biology, and the other sciences. It tries to help the student to achieve an integration of the natural and supernatural aspects of life in both theory and practise, that is, a sound Christian philosophy of life.

Social Development or Maturity.

Man is by nature a social being as well as an individual person, and so the aims of Lewis College do include assisting the student to achieve social maturity and to acquire a spirit of community responsibility and a sense of vocation in the light of his intellectual and religious development.

Social maturity as we use the term here includes an understanding of people and an appreciation of the natural need that each of us has for others. But over and above understanding and appreciation, it means a willing acceptance of the responsibilities, and an acquisition of the virtues and dispositions, which living harmoniously in the society of others entails. It includes further a willingness to accept civic responsibilities, as well as the settled habit of acting on conviction, while withstanding undue social pressure. And finally it includes vocational adjustment, the choice of a worthy life occupation and the acquisition of a sense of vocation. To implement this aim, Lewis College provides opportunity to learn the social teaching of the Church in the areas of family life, labor, civic rights and duties, and interethnic and international relations. The preservation of the values of family life is presented as of basic importance in economic, social, and religious life.

Recognizing that alumni of the colleges should form the main source from which leadership for social improvement comes, Lewis College encourages campus activities that provide opportunities for developing qualities of leadership, and for obtaining experience in exercising leadership. Mindful too of the importance of physical well-being in achieving these goals, courses in physical fitness are offered for students, as well as opportunities for physical exercise and recreation.

Relation to Student's Previous Education.

In striving to achieve its aims, the College recognizes that its educational program has a specific role in the total education of the student, that the student entering Lewis College must already have made some minimum progress towards achieving his educational goals. The College tries to avoid for the individual student, repetition of study done in high school, and to build on what the student has already accomplished.

Means of Education.

It is recognized that the principal agent of education is the individual person, and that the role of the College is to provide the student with opportunities for and assistance towards his own self-development.

The curriculum and teaching are the principal means for achieving the aims of Lewis College. But these means are of necessity complemented by the various student personnel services provided on the campus, and by the general atmosphere which pervades the campus. The College strives for the ideal of a true college community of teachers and students, in the pattern of family society, all working harmoniously towards the same educational goals.

Occupational and Professional Goals.

Lewis College does not exclude the pursuit of occupational goals from its aims. On the contrary, since preparation for occupational pursuits is an integral part of the totality of human living, the College assumes the responsibility to integrate some elements of professional training in its program. It does however try to avoid a one-sided stress on the technological and economic aspects of the education of the student. In many cases, the pursuance of a major field of study contributes to this preparation for professional life.

One area of professional preparation which might be singled out for mention is that of teacher education. Students are also prepared for graduate and professional schools to continue their training.

A Catholic College.

Lewis College is a Catholic college and consequently all of its activities, both in the classroom and out, conform to the teachings of the Catholic Church. Students who are not Catholics are not required, however, to follow courses in Catholic theology, nor to participate in functions which are strictly liturgical. But for graduation they must complete the specified courses in philosophy.

A Christian Brothers College.

Lewis College is furthermore a Christian Brothers college, and as such exercises its functions in accordance with the ideals of St. John Baptist De La Salle, Patron of Christian Teachers and the founder of the Congregation of the Christian Brothers. The presence of the Christian Brothers community on the campus, with its tradition of close-knit, family living, has a definitely beneficial effect on the community atmosphere of the campus, and the students share in the community spirit thus engendered, as do also the religious and secular clergy and the lay men and women who complete the faculty. Following the ideals of St. John Baptist De La Salle, Lewis College strives to instil in its students close union with the Church, and to achieve excellence of teaching and the continual improvement of instruction.

THE COLLEGE AND SOCIETY

The previous section stated the educational responsibilities which the College undertakes for its students. The College recognizes, however, that it has also responsibilities to the larger community which it serves and in which it is located.

There is first of all the responsibility of making known to the general public the educational opportunities provided by Lewis College, as well as the achievements of the College, and its plans for the future. In this way a true image of the College will be built up in the public mind. This responsibility is efficiently taken care of through the office of Public Relations, and also through the contacts that students, faculty, and administration have with the general public.

A second responsibility is to be of service to the surrounding community, insofar as this does not interfere with the responsibilities of the College to its students. A Speakers' Bureau has been organized from the Lewis College faculty, and a brochure has been widely distributed giving the names of available speakers, together with their areas of competence. Many organizations in the area have called on the Speakers' Bureau to provide speakers at a variety of occasions.

As a second service to the community, Lewis College has offered its facilities at various times for meetings of civic, scientific, and other groups. This has been made use of by a number of organizations, which have held their meetings on the campus. The College has also been expanding its program of cultural events, some of them provided by college groups and some by guest artists and speakers brought to the campus. The general public is always informed of these events in advance, and cordially invited to attend.

An evening program for adult education was in operation for several years, but was recently discontinued. The reason for discontinuing this program was two-fold. First of all the registration was quite small, and secondly it seemed best to concentrate first on strengthening the day program before attempting to build an adult education program. For the same reason, several extension programs which had been in operation were recently discontinued. If a need for the adult education program should become manifest in the future, it will be reconstituted.

CHAPTER III

THE ADMINISTRATION OF LEWIS COLLEGE

Act of Incorporation

General Administration

Academic Administration

Student Personnel Administration

Business Administration

Administration for Development and Public Relations

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CHAPTER III

THE ADMINISTRATION OF LEWIS COLLEGE

The administrative organization of a college must take into account the existence of the college as a legal entity, and hence it must be such as to satisfy pertinent state laws. It must also take into account the fact that its purpose is to contribute to the efficient achievement of the objectives of the college, and hence that its prime concern is to help create an atmosphere in which the college community, students and faculty, can work harmoniously and undisturbed towards the achievement of these objectives. It is with these two things in mind that the administration of Lewis College is organized.

ACT OF INCORPORATION

Lewis College was incorporated in the State of Illinois on October 2, 1934, in accordance with the provisions of An Act Concerning Corporations, approved April 18, 1872. The original articles of incorporation were later amended, and the powers of the college corporation are those enumerated in the articles of incorporation with the amendments, and as provided under the General Not For Profit Act of the State of Illinois (July 17, 1943) as amended. The general organization for the administration of Lewis College is specified in the By-Laws of the college corporation, and the more specific details are outlined in the Faculty Handbook. A transcript of the Articles of Incorporation of Lewis College appears immediately after the present chapter as Exhibit A.

GENERAL ADMINISTRATION

Board of Trustees.

The ultimate control of the College and the final responsibility for all acts of the College rest with the Board of Trustees, the members of the legal corporation which directs the College. The By-Laws provide

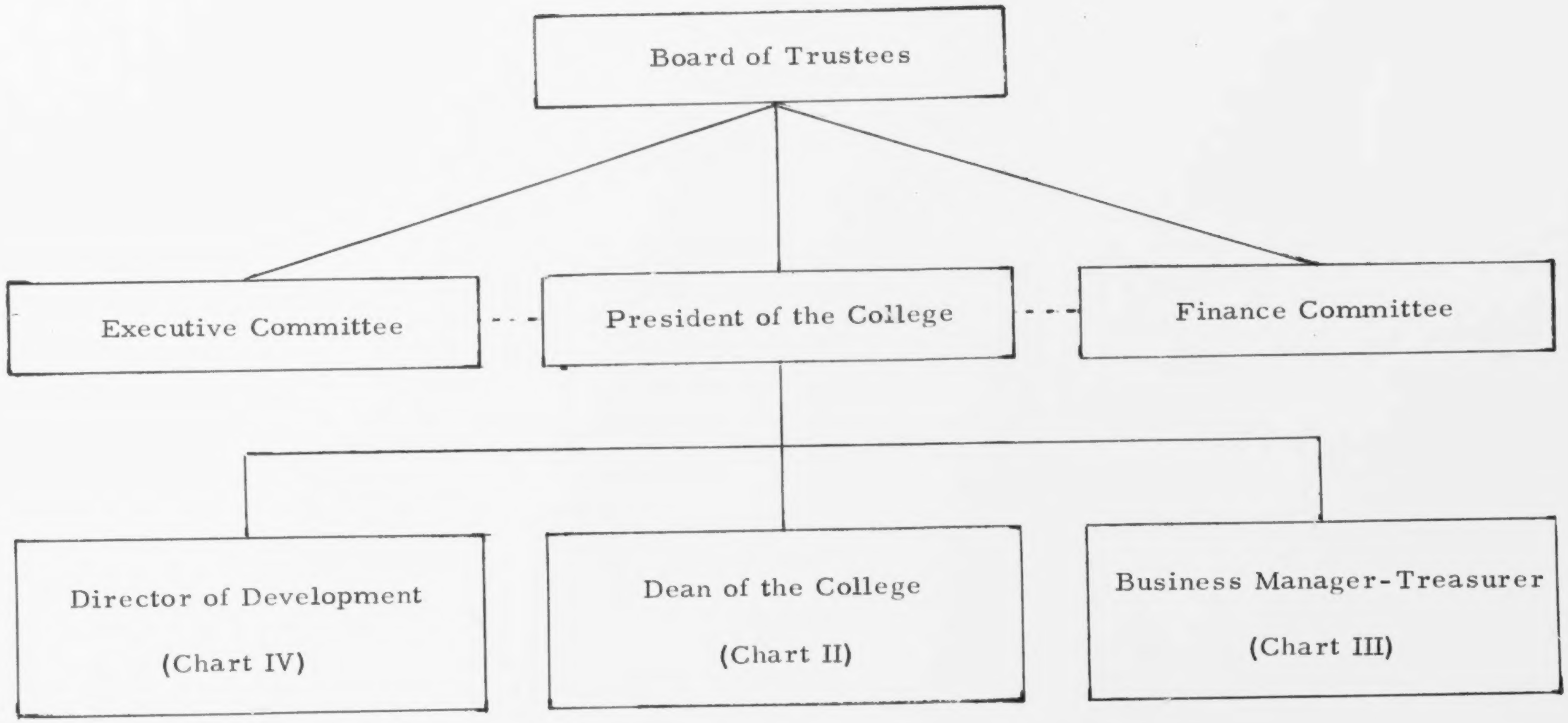

CHART 1. GENERAL ADMINISTRATIVE STRUCTURE OF LEWIS COLLEGE

that the Board of Trustees shall have from ten to twenty-five members. The present membership numbers twenty-four. The membership of the Board takes into account the fact that the College is under the direction of the Brothers of the Christian Schools, and hence two-thirds of the Trustees are members of this Congregation. The ex officio members of the Board are: The Catholic Bishop of the Diocese of Joliet, the Brother Provincial of the Brothers of the Christian Schools (St. Louis Province), the Brother President of Lewis College, the Secretary, and the Treasurer. Other members are elected by the Board, and serve for a term of two years. The By-Laws name the Brother Provincial of the Brothers of the Christian Schools as Chairman of the Board of Trustees.

There are two regular meetings each year prescribed for the Board of Trustees in the By-Laws. These meetings occur in March and in October. Special meetings may be called at any time by the Chairman of the Board.

The Board of Trustees has two standing committees, the Executive Committee and the Committee on Finance. The members of these committees are appointed by the Chairman of the Board. The Executive Committee serves as an advisory body to the President, in the intervals between meetings of the Board of Trustees. It is presided over by the President. The Committee on Finance considers such financial matters as the state of debt, revenue, and receipts, and reports on these matters from time to time, together with its recommendations. All members of both of these committees are at present administrative officers or faculty members of the College.

The President's Advisory Board.

In order to profit from the experience and advice of competent and distinguished laymen, the establishment of a lay board of advisors is now being undertaken. Considerable study and preparations have gone into the preliminary steps for setting up such an advisory board. The practices of other colleges have been examined, and an administrative consultant, Rev. Edward V. Stanford, O. S. A., of the Association of American Colleges, was invited to the College with the organization of this board as one of the main points for consideration. Investigation has been quietly conducted concerning the men who might be invited to serve the College in this capacity. At the spring meeting of the Board of Trustees this year, the establishment of this advisory board was approved, and the work of organizing it is now taking place. The constitution of the new board will definitely specify its advisory nature, and hence its scope will in no way conflict with that of the Board of Trustees.

The President of the College.

The general administration and direction of the College, in accordance with the policies established by the Board of Trustees, is the responsibility of the President of the College. He is the executive and administrative head of the College in all of its activities. He is appointed by the Chairman of the Board of Trustees, and he is the only administrative officer who is directly responsible to this Board.

The President of the College has the responsibility for maintaining unity of purpose among the members of the faculty and other administrative officers, and for the continued development of the educational program in accordance with the objectives of the College. He is the first representative of the College before each of its publics, and he is an ex officio member of all college committees.

The President is charged with the general management of the business affairs of the College, and of the property of the corporation. He has full power to sign all checks, drafts, and notes on behalf of the corporation, and has the custody of the bank account and other assets of the corporation. He has full power to make, execute, and deliver all contracts, subject to approval by the Chairman of the Board. He reports regularly to the Board on the financial status of the corporation. In consultation with the Dean and Business Manager, the President prepares the annual budget for presentation to the Board of Trustees. When the approval of the Board of Trustees has been received, he has final authority over the administration of the budget.

All officers, administrative and instructional, and all employees of the College are responsible to the President and under his direction, either immediately, or mediately through officers to whom he has delegated responsibility. He is empowered to appoint, promote, fix compensation for, and dismiss administrative officers, faculty members and employees of the College, in accordance however with the College policy on faculty rank and tenure.

The President presides at commencement exercises, faculty meetings, and other College assemblies. He signs, and confers in the name of the Board of Trustees, all certificates, degrees, and honors authorized by the Board.

At the present time the President maintains good communications with his administrative officers and with the faculty, and relations with these groups are excellent. As the College grows, the matter of good communication will become more difficult, and with this in mind several advisory committees have been set up and are now functioning. Two of these, the Executive Committee and the Finance Committee of the Board of Trustees, have been described earlier. These two committees meet monthly and oftener. The third advisory committee is the Administrative Committee, which meets weekly. Besides the President, its members are those administrators who report directly to the President. At the present time, these are the Dean, Business Manager, and the Director of Public Relations.

There are three major administrative officers who report and are directly responsible to the President. This is shown in Chart I. The Office of Development and Public Relations will not become fully operative until 1962-63, but some of the functions of this office are now taken care of by an Assistant to the President, who acts also as Director of Public Relations. The organization for general administration differs in one important respect from what is found in many colleges, and this is in the area of Student Personnel Services. This is discussed in the section on the Administration of Student Personnel Services.

Besides the general administrative offices indicated in Chart I, there had been until early in 1962, an office of Vice President. After discussions with Father Robert W. Mulligan, S. J., and Father Edward V. Stanford, O. S. A., this office was discontinued because in actual fact, the person appointed to it functioned as assistant religious superior of the Christian Brothers and not as a vice president of the College. The present administrative chart represents more accurately the actual administrative organization of the College.

ACADEMIC ADMINISTRATION

The educational program as conceived at Lewis College includes the instructional program which is carried on in classroom, laboratory, and library, and the program of student personnel services. The instructional program is directly under the general supervision of the Dean of the College, while the program of student personnel services is directly under the general supervision of the Dean of Students who, however, in line of authority, is responsible to the Dean of the College.

The Dean of the College.

The Dean of the College is appointed by the President of the College, with the approval of the Chairman of the Board of Trustees. He is directly responsible to the President, and after the President,

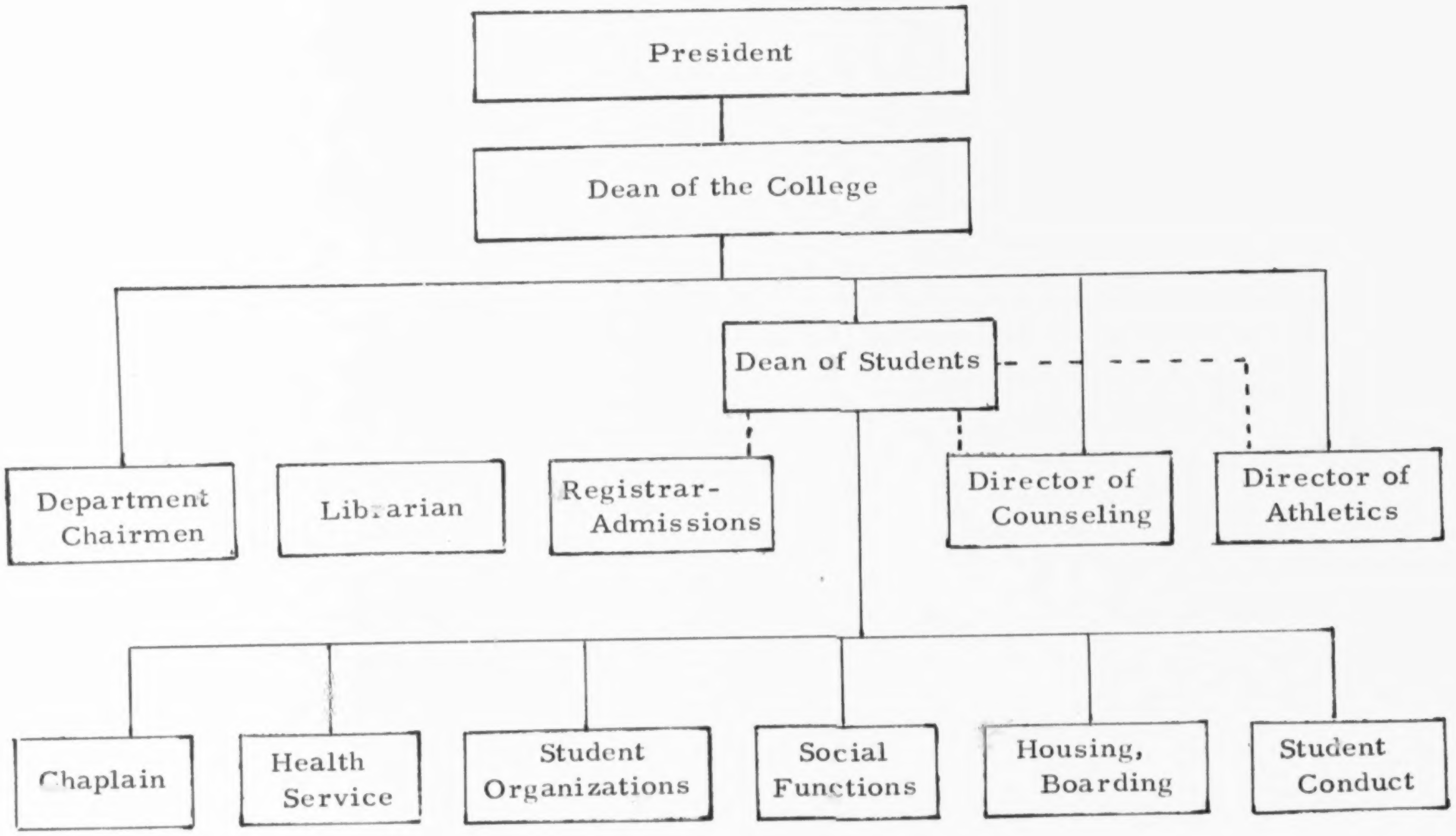

CHART 2. ADMINISTRATIVE STRUCTURE FOR THE EDUCATIONAL PROGRAM

he is the highest administrative officer of the College.

The Dean provides leadership in the clarification of objectives, the improvement of the faculty, the development of the curriculum in keeping with the College objectives, the improvement of teaching and of instructional methods, and in all areas of the academic program. He has the responsibility for coordinating the work of the Librarian, the Registrar and Director of Admissions, the Director of Counseling, and the Chairmen of Departments. His responsibility includes also the coordination of the program of student personnel services with the instructional program. The relation of the Dean to other administrative officers is shown in Chart II.

He recommends to the President all faculty appointments, promotions, and dismissals, after consultation with the appropriate committees and department chairmen. He likewise makes recommendations for membership on faculty committees. In consultation with department chairmen he designates courses to be offered and faculty members to conduct them.

Everything pertaining to the academic status of students, such as exceptions to degree requirements, probation or dismissal for poor scholarship, honors because of high scholarship, is in the area of responsibility of the Dean of the College.

The Registrar.

The Registrar is appointed by the President of the College on the recommendation of the Dean, to whom he is directly responsible. The Registrar is responsible for the registration of all students of the College, for maintaining permanent academic records, for issuing all official transcripts of student records, and for sending grade reports to students, parents, and others.

He reports on the academic status of students, including degree candidates, and prepares statistical reports on student enrollment. He likewise prepares the time schedule and room assignments for classes and examinations.

The Registrar also acts as Director of Admissions, carrying out the functions of this office in accordance with the policies established by the Committee on Admissions. He has the assistance of this committee in admissions procedures.

Director of Counseling.

The Director of Counseling is responsible for directing and coordinating the counseling activities of the College, for appointing faculty and student counselors for students, and for providing in-service training for the counselors. He administers the institutional testing programs of the College, and reports the results of these tests to faculty and administration. He also organizes the program for the orientation of new students, in cooperation with the Dean of Students.

The Director of Counseling is appointed by the President of the College on the recommendation of the Dean and the Dean of Students. He is directly responsible to the Dean, but must work also in close harmony with the Dean of Students.

Librarian.

The Librarian is responsible for the administration of the College Library, and for keeping it at maximum effectiveness for the college community. A more detailed discussion of the work of the Librarian is given in Chapter VII. He is appointed by the President on the recommendation of the Dean, and is directly responsible to the Dean.

Director of Athletics.

The Director of Athletics administers the program of intercollegiate and intra-mural athletics. He is appointed by the President on the recommendation of the Dean. He is directly responsible to the Dean, but must work coordinately with the Dean of Students.

Department Chairmen.

Prior to 1962, the Faculty of the College was organized by Divisions and Departments. A study of this organization showed that there was overlapping of the functions of the department chairmen and division chairmen, and that there were too many departments for the efficient administration of them. During the spring of 1962, the divisional organization was discontinued and the seventeen departments were consolidated into ten. This is discussed more fully in Chapter IV.

The Chairman of a Department is responsible for the supervision of instruction and curriculum within his department, for convoking and presiding over departmental meetings, for proposing the departmental budget and approving all requisitions which are to be charged against the departmental budget. He is to take the initial steps in recommending promotions and new appointments within the department. The department chairman or the one he delegates is responsible for approving the schedules of students who are taking majors within the department, acting in accordance with the general academic policies of the College.

The Chairman of a Department is appointed by the President on the recommendation of the Dean, and is directly responsible to the Dean. In the area of counseling he works coordinately with the Director of Counseling.

STUDENT PERSONNEL ADMINISTRATION

In one semingly important respect the organization for the administration of the student personnel services of the College differs from that of many other colleges. This difference lies in the fact that at Lewis College the Dean of Students is responsible to the Dean of the College, while in other colleges the Dean of Students is often directly responsible to the President of the College. The organization in effect at Lewis College was deliberately chosen to emphasize the fact that the program of student personnel services is a part of the educational program of the College. It also looks forward to the time when, as the College grows, there will be a Vice-President in charge of educational affairs, to whom the Dean of Students and the academic Dean will be responsible.

The difference which is pointed out here is however more apparent than real. In most colleges in which the Dean of Students reports directly to the President, the priority of the Dean of the College in educational matters is recognized. Often too in these colleges, the President in his pre-occupation with business and financial affairs and matters of college development, either expressly or tacitly delegates to the Dean of the College the responsibility of coordinating the student personnel services with the instructional program. On the other hand, at Lewis College with its administrative organization, the Dean of Students has free access to consultations with the President.

There are several other areas in which differences might be noted. For example the Director of Counseling and the Registrar in his capacity as Director of Admissions report directly to the Dean of the College whereas these functions are often specified as student personnel services. Again the difference is more apparent than real. Both areas are certainly vitally connected with the academic program. And at Lewis College, even though these areas are placed under the Dean of the College, the Dean of Students has a real voice in the policies governing them.

Dean of Students.

The Dean of Students has the responsibility for general supervision, development, and coordination of the student personnel services of the College. He has specific responsibility for this in the areas of student religious life, health service, student organizations and social functions, student housing and boarding, and student conduct. He also has the responsibility of coordinating other areas with the student personnel program, such as counseling, athletics, and admissions. He is appointed by the President of the College on the recommendation of the Dean, and is directly responsible to the Dean.

A detailed study of the operation of the various student personnel services is given in Chapter VIII.

BUSINESS ADMINISTRATION

Business Manager-Treasurer.

All business and financial affairs of the College are the immediate responsibility of the Business Manager-Treasurer. He is appointed by the President of the College, with the approval of the Chairman of the Board of Trustees. He is directly responsible to the President.

The Business Manager keeps accurate financial accounts of all of the activities of the College. At the end of each fiscal year, an auditing firm reviews the accounting records, business procedures, and financial position. Internal audits may be required from time to time, and every department and student organization is subject to audit by the Business Manager. An inventory of supplies and equipment is also made each year.

The Business Manager is responsible for the collection of all revenues due to the College. All charges for student fees are payable in advance. Students may use one of several payment plans available, such as the Tuition Plan, Inc.

After receiving recommendations and requests from the various departments and agencies of the College, the Business Manager draws up each spring a preliminary budget for the following fiscal year. After a consideration of this preliminary budget by the Administrative Committee, the President determines the final form in which the budget will be presented for approval by the Board of Trustees.

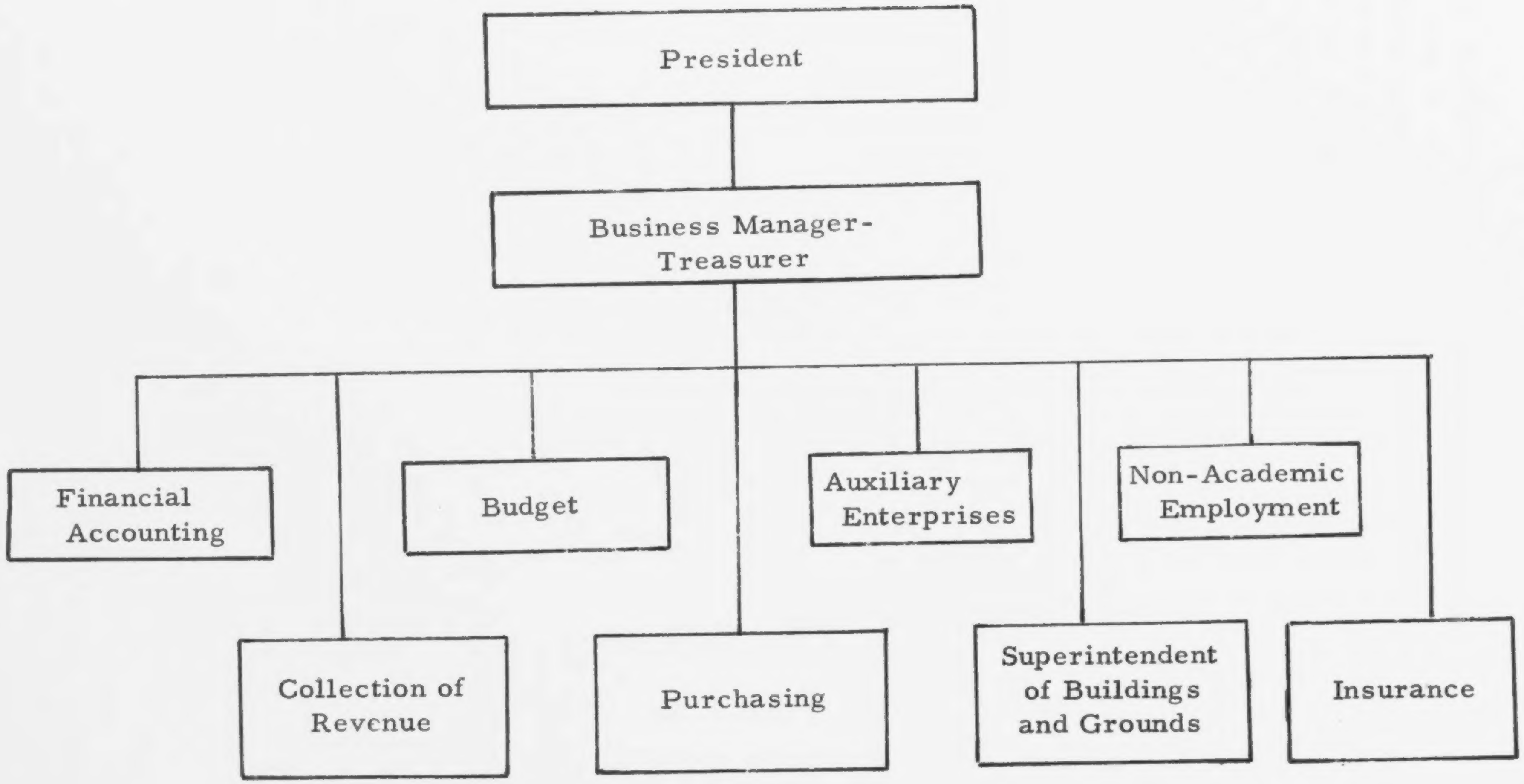

CHART 3. ADMINISTRATIVE STRUCTURE FOR BUSINESS AND FINANCE

All purchases of the College are made by the Business Manager. Requisitions for purchases are made by the proper department chairman or administrator. A purchase order is issued by the Business Office for every properly approved requisition. It is the responsibility of the Business Manager to see that all purchases come within the approved budget for the department or agency concerned. Where feasible, purchases are made on a bid basis.

Th[illegible]tion of all auxiliary enterprises is under the direct control [illegible] Manager. Such enterprises are the cafeteria, farm, book[illegible] and helicopter operations, etc. Accounts for these operat[illegible] the Business Office.

The Sup[illegible] Buildings and Grounds is directly responsible to the Busines[illegible]nager. The Superintendent with his staff supervises the maintenance of utilities, equipment, buildings, and grounds. The Business Manager is in charge of the employment of the maintenance and janitorial staff, and other non-academic personnel.

The insurance program of the College is handled by the Business Manager.

ADMINISTRATION FOR DEVELOPMENT AND PUBLIC RELATIONS

This area of administration is undergoing a re-organization during this latter half of 1961-62. In September of 1956 a full-time Director of Public Relations and Placement was appointed, and he was directly responsible to the President. Since 1958, the functions of this office have been carried out by an assistant to the President. These functions include the maintenance of harmonious relations with the College's publics, the dissemination of information about the College, the placement of graduates and other former students, and the maintenance of alumni files. In 1960, a Director of High School Relations was appointed, whose duty it is to visit high schools, present information about Lewis College, and interview high school counselors as well as interested students. He is directly responsible to the President.

Early during the second semester of 1961-62, a further appointment was made. Recognizing the importance of the area of development and public relations, the President released from teaching assignments a faculty member with special qualifications, and assigned to him the task of preparing recommendations for the establishment of an Office of

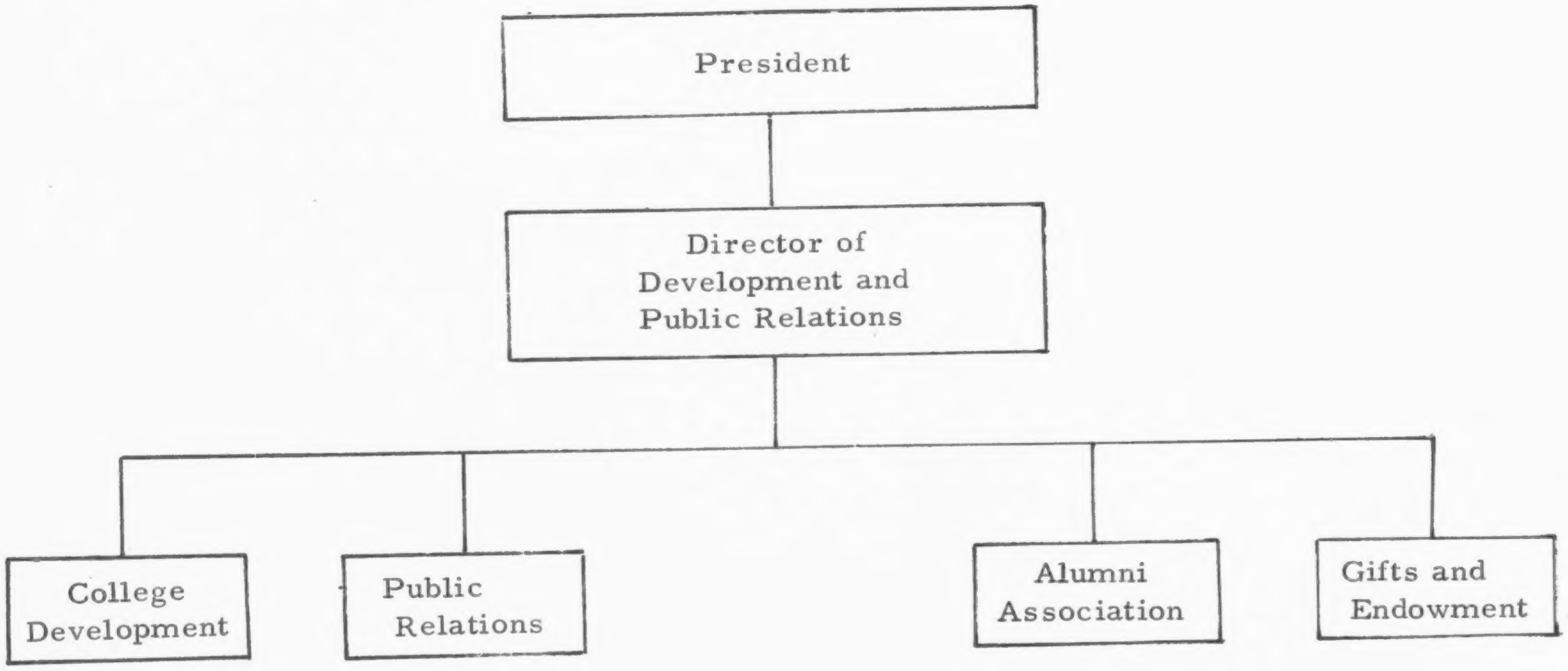

CHART 4. ADMINISTRATIVE STRUCTURE FOR DEVELOPMENT AND PUBLIC RELATIONS

Development and Public Relations, and for the administration and co-ordination of the activities of the college in this general area. This office should be in full operation by the fall of 1962. The administrative structure should be somewhat as indicated in Chart IV.

EXHIBIT A

ARTICLES OF INCORPORATION
OF
LEWIS COLLEGE

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ARTICLES OF INCORPORATION OF LEWIS COLLEGE

A transcript of the articles of incorporation of Lewis College is given below. The original document was filed in the Office of the Secretary of State of Illinois on October 2, 1934, and on the same date, certificate number 2154 of the Office of the Secretary of State, certified that the corporation was legally organized under the laws of the state.

In an amendement dated May 17, 1950, Article 2 was amended to read as follows:

"The object for which it is formed is the education of young men and women in the arts and letters, sciences, technologies, manual arts, aeronautical and automotive engineering, mechanics and the Catholic religion; to erect, operate and maintain a Radio Broadcasting Station; to erect, operate and maintain a Television Station and in general to operate and maintain a college of general education."

There have been several amendments involving the name of the corporation, and the last one, in 1961, changed the name of the corporation to Lewis College.

ARTICLES OF INCORPORATION

STATE OF ILLINOIS)
) ss
COOK COUNTY)

October 2, 1934

To EDWARD J. HUGHES, Secretary of State:

We, the undersigned Most Rev. B. J. Sheil, D. D., Frank J. Lewis and John J. Collins citizens of the United States, propose to form a corporation under an Act of the General Assembly of the State of Illinois, entitled, "An Act concerning Corporation," approved April 18, 1872, and all Acts amendatory thereof; and for the purpose of such organization we hereby state as follows, to-wit:

1. The name of such corporation is Lewis Holy Name Technical School.

2. The object for which it is formed is the education of young men along the lines of aeronautical and automotive engineering and operation, furnishing not only a complete and practical aeronautical engineering and mechanical training, but also a general knowledge of the arts and letters, and particularly a thorough understanding of the Catholic religion, with view to developing outstanding aeroplane and automotive mechanicians, aeroplane pilots, engineers, and craftsmen, with high and constant sense of moral responsibility.

3. The management of the aforesaid corporation shall be vested in a board of three (3) Trustees.

4. The following persons are hereby selected as the Directors to control and manage said corporation for the first year of its corporate existence, viz:

Most Rev. B. J. Sheil, D. D.	719 N. Wabash Ave., Chicago, Illinois
Frank J. Lewis	105 W. Adams St., Chicago, Illinois
John J. Collins	133 S. Parkside Ave., Chicago, Illinois

5. The location is in the city of Lockport in the county of Will in the State of Illinois, and the postoffice address of its business office is at No. Route No. 66 Street in the said city of Lockport.

(signed) B. J. Sheil, D. D.
" Frank J. Lewis
" John J. Collins

CHAPTER IV

THE FACULTY OF LEWIS COLLEGE

The Role of the Faculty

Numerical Description of the Faculty

Professional Qualifications of the Faculty

Professional Activities of the Faculty

Faculty Organization

Faculty Rank and Tenure

Faculty Salaries

Accession of New Faculty Members

Faculty Work Load

Aids to Faculty Growth

Other Conditions of Faculty Service

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CHAPTER IV

THE FACULTY OF LEWIS COLLEGE

THE ROLE OF THE FACULTY

The success of the College in achieving its objectives depends on a number of factors, all closely inter-related. Of these the most important single factor is the faculty of the College, and the quality and competency of the faculty determine in large measure the degree to which the objectives of the College are achieved. Lewis College does not claim that it has reached the ideal of faculty excellence towards which it is striving. But it does recognize its serious responsibility to work towards the continual improvement of the faculty both through in-service training and through the accession of new members.

Hence the College seeks to have for faculty members, qualified persons who in themselves have already achieved the objectives of our educational program to a high degree, and who have the ability to inspire and assist others towards the achievement of these objectives. It looks for faculty members who have a mature intellectual life of their own, who are at home with ideas, but who at the same time are not provincial in their attitude to the world of ideas nor uncritical in their approach to new ideas. It is concerned that the faculty members have achieved moral and spiritual, as well as social maturity. And it is concerned that the faculty members have a real interest in and ability for dealing with students, and in assisting them in their educational development.

The faculty emphasis at Lewis College is primarily on teaching and only secondarily on formal research, although there is provision for enabling a faculty member to engage in a research project. Good teaching however does entail some form of informal research in order to improve one's own knowledge, to maintain an alertness to new developments in one's field, and to relate these developments to the improvement of one's teaching.

The community nature of the College is also important relative to the faculty. And hence it is a conern of the College to have faculty members who are capable in their own specialities, but who are sensitive to the whole character of college education, and who can work harmoniously with others in fulfilling the functions of college education.

There are three groups in the faculty that can be formally distinguished. Members of the Brothers of the Christian Schools form the first group, and these constitute about one-fourth of the total. The higher administrative positions are for the most part held by persons of this group. A second and smaller group is composed of members of the Catholic clergy who, for the most part teach Theology on a part-time basis. The third and largest group is composed of lay men and women. While these three groups may be distinguished formally, they actually merge into one unified faculty. The proportion between the groups is expected to remain fairly constant in the future.

NUMERICAL DESCRIPTION OF THE FACULTY

The total number of faculty members for the college year, 1961-62, is fifty-three. Of these, forty are on a full-time basis and thirteen on a part-time basis. Among the full-time faculty members are included, the President who has no teaching assignments, the Business Manager and the Librarian who did some part-time substitute teaching during the first semester, and four others whose time is devoted primarily to administration (Dean, Dean of Students, Director of Counseling, and Registrar), but who taught one course or more each semester. Among the part-time faculty members are included six members of the Catholic clergy who teach theology on a part-time basis, and two faculty members who have only half-time teaching assignments in order that they may pursue graduate studies towards the Ph. D. In keeping with the youth of the College, the faculty is comparatively young, the median ages of full-time and part-time members being thirty-six and thirty-eight years respectively.

This total number of fifty-three faculty members amounts to thirty-six full-time equivalent teaching faculty members for 1961-62. For the same year, the number of full-time equivalent students is five hundred and eighty-five. This gives 16.2:1 as the ratio of full-time equivalent students to full-time equivalent teaching faculty members. This is somewhat higher than the ratio 14:1 which was the median ratio for sixty Bachelor's degree granting institutions of the North Central Association surveyed in 1957-58. However it is quite possible that this median ratio has gone up during the past several years. The figures used in this paragraph for full-time equivalent faculty members and students are the averages of the corresponding figures for the two separate semesters.

PROFESSIONAL QUALIFICATIONS OF THE FACULTY

A study of the undergraduate degrees of Lewis College faculty members for 1961-62 shows a diversity of sources. There are three institutions who granted undergraduate degrees to more than five of our faculty members. These are Saint Mary's College (Minnesota) with eight, DePaul University with six, and Lewis College with six. Except for these, there is no institution at which more than three faculty members earned undergraduate degrees. The following are the remaining institutions granting undergraduate degrees to present faculty members: University of Illinois, Quincy College, Mt. Morris College, Our Lady of Angels Seminary, Colegio Sao Jose, Hanover College, Ohio State University, Marquette University, University of North Dakota, Georgia Teachers College, St. Viator's College, Loyola University (Illinois), Indiana University, St. Louis University, Northwestern University, Sacred Heart Seminary, St. Procopius College, University of Slovakia, University of Minnesota, Merrimac College, University of Jerusalem, Drake University, Aquinas College (Michigan), St. Francis College (Illinois), Oklahoma State University, University of Riga, Marian College, and University of Chicago.

A similar diversity appears in the sources of graduate degrees of present faculty members. Granting graduate degrees to more than three Lewis College faculty members are Loyola University (Illinois) with five, Catholic University of America with six, University of Chicago with six, and DePaul University with seven. Other sources of graduate degrees for the faculty are: University of Illinois, University of Northern Illinois, Illinois Institute of Technology. St. Mary's College (Minnesota), Ohio State University, Northwestern University, Marquette University, University of New Mexico, Fordham University, University of Georgia, Indiana University, Harvard University, University of Santo Tomas, University of Minnesota, St. Louis University, University of Slovakia, Rosary College, Drake University, Colorado State University, University of Freiburg, and University of Pennsylvania.

The numbers and percents of the faculty holding Doctor's, Master's, or Bachelor's degree as the highest earned degree are given in Table 12. There are several factors which are important in interpreting this data. Of the fourteen faculty members with only the bachelor's degree, four are members of the Industrial Arts Department where certificates of competence are given more weight than graduate degrees. Since the Industrial Arts Department is being discontinued as of June, 1962, the corresponding percentages for 1962-63 will be definitely altered. Five others of the fourteen are members of the

Catholic clergy and are teaching one or two courses in theology or scholastic philosophy on a part-time basis. In preparation for their ordination, they had to complete at least three years of training in their teaching fields beyond the bachelor's degree, even though they did not formally receive a graduate degree. Two others are instructors in the Physical Education Department. The three remaining instructors with bachelor's degrees are candidates for the Master's degree. Another factor to consider is that a number of faculty are continuing graduate study towards higher degrees by summer work and (or) by courses taken during the year. Eighteen of the faculty have been engaged in this way during the past year.

Table 12. HIGHEST EARNED DEGREES OF FACULTY, 1961-62

Highest Earned Degree	Number	Percent of Total
Doctor	11	20.8
Master	28	52.8
Bachelor	14	26.4
Total	53	100.0

As this report is being written the Lewis College faculty for 1962-63 is already definitely formed, except for possible emergency situations that may arise. Leaving the faculty in June, 1962, are eight instructors whose highest earned degree is the bachelor's degree. Four of these are from the Industrial Arts Department, which is being discontinued as explained in Chapter V. The remaining four are part-time instructors. There will be ten or possibly eleven additions to the faculty in September, 1962. Three of these have earned doctorates from universities in the United States, two have earned doctorates from universities outside the United States, and the remaining ones have the master's degree. The percentages for the various categories of highest earned degrees will probably be as follows: 30.0% with doctor's degree, 57.5% with master's degree, and 12.5% with bachelor's degree.

Besides earned degrees, the number of months of graduate study can give an indication of the preparation of the faculty. Statistics on this are given in Table 13. The median for all faculty members lies in the twenty to twenty-nine month range.

Table 13. NUMBER OF MONTHS OF GRADUATE STUDY COMPLETED BY THE FACULTY, 1961-62

Number of Months of Graduate Study	Number of Faculty No.	Number of Faculty Percent	Cumulative Total No.	Cumulative Total Percent
60 or over	3	5.7	3	5.7
50-59	1	1.9	4	7.6
40-49	6	11.3	10	18.9
30-39	14	26.4	24	45.3
20-29	10	18.9	34	64.2
10-19	14	26.4	48	90.6
0-9	5	9.4	53	100.0

Another item of significance is the graduate preparation that a faculty member has in his or her specific teaching field. With very few exceptions a faculty member of Lewis College teaches in only one department, determined by his graduate preparation. In every case the exceptions seem to be justified. Three faculty members who are Christian Brothers are teaching a course in Theology besides courses in their specialized disciplines. The religious formation of these faculty and their attendance at theological institutes equips them for the theology course. One faculty member who has a Master's degree in Speech and a Doctor's degree in English Literature, is teaching in the English and in the Speech Departments. One part-time faculty member is teaching a course in the Education Department and one in the Business Administration Department. He has however broad experience as well as graduate training in both of these areas.

Some indication of the amount of experience of the Lewis College faculty in educational and other professional work is given in Table 14. The average numbers for experience at Lewis College and for experience in educational work at the college level are lower than the corresponding figures for most colleges. There are however, several factors which explain this. The comparative youth of the College is an important factor. Added to this is the fact that during the first few years of the College the rate of faculty turnover was comparatively high. Even at the present time when the faculty has acquired considerable stability the need for a number of new faculty members, not as replacements but as additions, tends to keep the average for experience at Lewis College low.

Table 14. TEACHING AND ADMINISTRATIVE AND OTHER PROFESSIONAL EXPERIENCE OF FACULTY, 1961-62

Type of Experience	Average Number of Years Full-time Faculty	 Part-time Faculty
Teaching and Administration at Lewis College	4.1	1.5
Teaching and Administration at Other Colleges	3.8	4.2
Teaching and Administration at Other Educational Levels	4.0	6.7
Other Professional Experience	2.3	7.4

PROFESSIONAL ACTIVITIES OF THE FACULTY

The faculty members of Lewis College are well-represented on the membership lists of national and regional learned societies and professional organizations. The average number of memberships per faculty member in national organizations only is 2.1. If memberships in regional organizations were added to this, the average number would be definitely higher. In a limited number of cases faculty members hold or have recently held a national or regional office in some one of these organizations. One member of the faculty was recently appointed by the governor to membership on the Illinois State Board of Higher Education. The national professional or learned groups in which the faculty have one or more active members are listed here, together with the number of such memberships represented on the faculty.

Faculty Memberships in Learned Societies and Professional Organizations, 1961-62

Albertus Magnus Guild (2)
American Academy of Advertising (1)
American Accounting Association (1)
American Association for the Advancement of Science (1)
American Association of College Baseball Coaches (1)

American Association of Collegiate Registrars and Admissions Officers (2)
American Association of Physics Teachers (1)
American Association of School Administrators (1)
American Association of Teachers of French (1)
American Association of Teachers of German (1)
American Association of University Professors (2)
American Berlioz Society (1)
American Business Education Association (1)
American Catholic Philosophical Association (2)
American Catholic Sociological Society (1)
American Chemical Society (1)
American College Health Association (1)
American College Personnel Association (2)
American Correctional Association (1)
American Correctional Chaplains Association (1)
American Correctional Catholic Chaplains Association (1)
American Economic Association (2)
American Educational Theatre Association (1)
American Guild of Organists (1)
American Historical Association (2)
American Institute of Certified Public Accountants (1)
American Library Association (1)
American Marketing Association (1)
American Mathematical Society (1)
American Museum of Natural History (1)
American Musicological Society (1)
American Personnel and Guidance Association (3)
American Philosophical Association (1)
American Political Science Association (1)
American Society for Engineering Education (2)
American Society of Mechanical Engineers (1)
American Sociological Society (2)
American Theatre and Academy (1)
American Theatre Conference (1)
Catholic Library Association (1)
Christian Brothers Educational Association (11)
College Music Society (1)
Delta Epsilon Sigma (2)
Delta Phi Alpha (1)
Eta Sigma Phi (1)
Franciscan Educational Association (3)
Institute of the Aerospace Sciences (1)
International Reading Association (1)
Mathematical Association of America (2)
Modern Language Association of America (3)

National Association of Intercollegiate Basketball Coaches (1)
National Association of Secondary School Principals (1)
National Business Teachers Association (1)
National Catholic Educational Association (1)
National Catholic Guidance Conference (1)
National Catholic Music Educators Association (1)
National Catholic Intramural Association (1)
National Council on Crime and Delinquency (1)
National Council for the Social Studies (1)
National Council of Teachers of English (1)
National Council of Teachers of Mathematics (2)
National Education Association (7)
National Educational Buyers Association (1)
National Intramural Association (1)
National Probation and Parole Association (1)
National Society for the Study of Education (2)
Phi Alpha Theta (1)
Phi Delta Kappa (1)
Philosophy of Science Association (1)
Phi Mu Alpha Sinfonia Fraternity of America (1)
Psi Sigma Research Society (1)
Sigma Tau Delta (1)
Sigma Xi (1)
Society of Catholic College Teachers of Sacred Doctrine (1)
Special Libraries Association (1)
Speech Association of America (2)

Besides holding memberships in these organizations, the Lewis College faculty has been rather active in attendance at the meetings. The average number of national meetings attended during the past five years per faculty member is 1.8. Faculty members have also been well-represented at regional meetings although these are not included in this report. The national meetings that faculty members have attended during the past five years are listed below, together with the year of the meeting and the number of faculty members in attendance:

American Association for the Advancement of Science, 1958 (1), 1959 (1).
American Association of Collegiate Registrars and Admissions Officers, 1961 (1).
American Association of Physics Teachers, 1959 (1), 1962 (1).
American Association of School Administrators, 1957 (1), 1958 (1).
American Catholic Philosophical Association, 1958 (1), 1960 (1).
American Chemical Society, 1958 (1), 1961 (1).
American Conference of Academic Deans, 1962 (1).
American Correctional Association, 1957 (1), 1958 (1), 1959 (1), 1960 (1), 1961 (1).

American Economic Association, 1960 (1), 1961 (1).
American Educational Theatre Association, 1959 (1).
American Historical Association, 1959 (1), 1961 (2).
American Library Association, 1957 (1), 1958 (1), 1959 (1), 1960 (1), 1961 (1).
American Marketing Association, 1960 (1).
American Musicological Society, 1957 (1).
American Personnel and Guidance Association, 1959 (1), 1962 (2).
American Society of Mechanical Engineers, 1959 (1), 1961 (1).
American Sociological Society, 1961 (1).
American Vocational Association, 1958 (1).
Anglo-American Aeronautical Conference, London, 1961 (1).
Association of American Colleges, 1962 (1).
Catholic Economic Association, 1960 (1), 1961 (1).
Catholic Educational Association of the Philippines, 1958 (1).
Christian Brothers Educational Association, 1957 (2), 1958 (4), 1959 (2), 1960 (3), 1961 (3).
Franciscan Educational Association, 1958 (1), 1960 (1).
Inter-American Congress of the Confraternity of Christian Doctrine, 1961 (2).
International Musicological Society, 1961 (1).
International Reading Association, 1961 (1).
Modern Language Association of America, 1959 (1), 1961 (1).
National Association of Intercollegiate Athletics, 1957 (1), 1958 (1), 1959 (1), 1960 (1), 1961 (1).
National Association of Plant Administrators, 1961 (1).
National Association of Secondary School Principals, 1959 (1), 1960 (1).
National Business Teachers Association, 1960 (1).
National Catholic Educational Association, 1960 (1), 1961 (2), 1962 (2).
National Catholic Guidance Conference, 1962 (2).
National College Athletic Association, 1957 (1), 1958 (1), 1959 (1), 1960 (1), 1961 (1).
National Council for the Social Studies, 1961 (2).
National Council of Teachers of Mathematics, 1961 (2).
National Education Association, 1957 (1), 1962 (2).
National Educational Buyers Association, 1962 (1).
National Federation of Catholic College Students, 1958 (1).
Special Libraries Association, 1958 (1).

The following addresses have been given by ten different faculty members at national or regional meetings of learned societies or professional organizations during the past few years:

During 1958:

Brother Paul. "The Lay Teacher in Christian Brothers Schools." (Christian Brothers Educational Association.)

Brother Louis. "The Role of Student Government on the Catholic College Campus." (National Federation of Catholic College Students.)

During 1959:

Mr. Hugh Bonar. "What Future Role for the Junior and Community College." (National Association of Secondary School Principals.)

Brother Louis. "The Intellectual Life of the Teacher." (Christian Brothers Educational Association.)

Mr. Michael Svonavec. "The Theory and Practical Aspects of a Compound Pendulum." (American Association of Physics Teachers, Regional Unit.)

During 1960:

Mr. Michael Svonavec. "The Innovation of Lami's Theorem." (American Association of Physics Teachers, Regional Unit.)

Brother Robert. "The Migrant Worker." (Catholic Economic Association.

Brother Robert. "Communism." (Catholic Business Education Association, Midwest Unit.)

Mr. Leslie Farrington. "Student Aid." (Central Catholic College Association.)

Father Gervase Brinkman. "The Presidential Address." (Congress of Correction.)

Father Gervase Brinkman. "Responsibilities of Correctional Workers." (Midwest Correctional Conference.)

Brother Louis. "The Role of Co-Curricular Activities in Our Schools." (Christian Brothers Educational Association.)

During 1961:

Mr. Philip Peter. "Some Considerations on the Performance of Music of the Baroque Period." (National Catholic Music Educators Association, Regional Unit.)

Brother John. "How To Organize a Mathematics Department." (Christian Brothers Educational Association.)

Father Gervase Brinkman. "The Philosophy of Work." (Midwest Correctional Conference.)

Mr. Leslie Farrington. "Faculty Fringe Benefits." (Central Catholic College Association.)

Mr. Michael Svonavec. "The Hyperbolic Law of Density." (American Association of Physics Teachers Regional Unit.)

Mr. Robert Sullivan. "The Eric Bentley Theory of Drama." (National Catholic Theatre Conference.)

Brother Robert. "The Papal Encyclicals." (Catholic Business Education Association, Midwest Unit.)

Members of the faculty have also given a number of addresses on educational topics to various groups of the area. A Speakers' Bureau was organized in 1961, and the services of this group have been much in demand.

In the matter of publications, Lewis College faculty members are represented in only a limited way. Two faculty members have recently written monographs, both of which were originally prepared as Ph. D. dissertations and then subsequently published. These monographs are:

Brother Philip. Rhetoric of Cardinal Newman as Seen in His Idea of a University, University of Santo Tomas Press, 1958.

Brother Claude. Observations on Transition Boiling Heat Transfer Phenomena, Argonne National Laboratory Publication, #ANL-5175, 1960.

The following articles have also been published within the past few years:

Mr. Leslie Farrington. "Master Plans in Our College and Universities," Educational Administration (now Overview), 1957.

Brother Raymond. "Christian Athletic Program," La Salle Catechist, 1957.

Mr. Leonard Rambow. "Serotinin in Fruits," Canadian Medical Journal, 1958.

Mr. Hugh Bonar. "Can the Earth Provide Food for Its People," The Quarterly, American Interprofessional Institute, Vol. 32, #2, 1958.

Brother Louis. "How We Learn," La Salle Catechist, 1958.

Brother Paul. "The Role of the Lay Teacher in Christian Brothers Schools," Proceedings of the Christian Brothers Educational Association, 1958.

Mr. Leslie Farrington. "Administration and Control of the Budget," College and University Business, 1959.

Mr. Hugh Bonar. "Without Water We Perish," The Quarterly, American Inter-professional Institute, Vol. 33, #2, 1959.

Brother Louis. "The Intellectual Life of the Teacher," Proceedings of the Christian Brothers Educational Association, 1959.

Brother Louis. "The Role of Co-Curricular Activities in Our Schools," Catholic School Journal, 1960; also in La Sallian Digest, 1960.

Mr. Hugh Bonar. "The Education of Half Our Population," Journal of Home Economics, 1960.

Mr. Albert Rybiansky. "The Abbey Library in Schlaegel," Catholic Library World, 1960.

Mr. Hugh Bonar. "Is the Pendulum Swinging Too Far," American Vocational Journal, 1961.

Father Gervase Brinkman. "The Philosophy of Work," Corrective Psychiatry, 1961.

Mr. Alberty Rybiansky. "New Books," Almanac of Slovak National Society, 1962.

Several of the Christian Brother members of the faculty are actively engaged in preparing a series of monographs which will be published under the general title of "Management of Christian Schools," and which will discuss the philosophy and objectives, principles and policies in schools conducted by the Christian Brothers.

FACULTY ORGANIZATION

Until the present year the Faculty was organized into seventeen departments, some of which were major departments and some minor departments. These seventeen departments were in turn organized into four divisions. A study of this organization revealed several weaknesses. There was some overlapping of the functions of the divisional and departmental chairmen and, of necessity, there were a number of one-man departments. As a consequence, problems that should have first been discussed at the departmental level often came directly to the Dean's desk, and functions that should have been taken care of by a department chairman sometimes became the responsibility of the Dean.

A consideration of these weaknesses led the administration to a reorganization of the faculty which in effect eliminated the divisions and consolidated several of the departments. Such a consolidation was recommended by both Father Mulligan and Father Stanford. Beginning in September, 1962, the faculty will be organized into ten departments. These are: Philosophy-Theology, English, Modern Languages, Speech-Music-Art, History, Social Sciences, Education, Mathematics, Natural Sciences, and Business Administration. Thus, for example, the Social Sciences group consolidates into one department what was formerly three separate departments: Political Science, Psychology, and Sociology. Similarly the Department of Natural Sciences consolidates Biology, Chemistry, and Physics.

This re-organization of the faculty still leaves two departments which are two-man departments, and Father Stanford's recommendation was for even further departmental consolidation. However, the organization adopted takes into account the probable future development of the College. Thus while the Department of Modern Languages is a two-man department, it is probable that developments in the near future will require that this department be expanded into that of Modern and Classical Languages.

While the divisional organization has been eliminated entirely, there is provision for joint meetings by departments. Thus the departments of Natural Science and Mathematics have some common problems and it will be desirable for them to meet jointly on occasion. The College wishes to avoid any implication that the various departments are entirely self-contained, and to promote the realization that departments must work harmoniously in cooperation with each other to achieve the objectives of the College.

The faculty as a body meets once a month. These meetings are normally on the second Wednesday of each month, although the President may call special meetings if he considers this necessary. Full-time faculty members are required to attend, while part-time members are invited to attend. Topics to be considered by the faculty are announced in the Faculty Bulletin which appears several days in advance of the meetings; minutes are mimeographed and distributed to the Faculty after the meeting.

The faculty makes recommendations on the educational policies of the College. However, before the faculty considers formally any policy matter, it is required that the Committee on Educational Policies study the matter and present it to the faculty, together with recommendations. Decisions of the faculty on matters of educational policy are subject to review by the President, and become effective when the President gives formal approval. The College foresees that at some future date it may become necessary to organize a Faculty Senate for the determination of matters of educational policy, but for the present the organization described in this paragraph seems adequate and efficient.

In order to promote faculty thinking on educational problems and to counteract a possible tendency towards provincialism in outlook, guest speakers are brought to faculty meetings from time to time to address the faculty and lead discussion on some educational topic. During the two college years, 1960-62, there have been six such guest speakers. The names of these speakers and the topics they discussed were given in Chapter I.

Many of the faculty also serve on committees for the study of college problems. In making appointments to these committees care is taken to have major areas of the college represented. On some of the committees there is student representation. There are at present twelve faculty committees. This number may seem somewhat large, but the recent change in the administration of the college and the requirements of the self-study made all of these committees necessary. The twelve faculty committees are the following: Committee on Educational Policies, Committee on Student Personnel Services, Committee on Religious Activities, Committee on the Library, Committee on Admissions, Committee on Student Financial Aid, Committee on Student-Faculty Relations, Committee on Discipline, Committee on Public Occasions, Committee on Guest Artists and Speakers, Committee on Athletics, and Committee on Rank and Tenure.

FACULTY RANK AND TENURE

All full-time teaching faculty members and those part-time faculty members who conduct classes regularly semester after semester, are ranked as instructors, assistant professors, associate professors, or professors. The general requirements in education and experience for each rank are stated in the Faculty Handbook, as well as the procedures for promotion in rank. In general, promotions in rank are determined by the President on the recommendation of the Committee on Rank and Tenure.

At present there is a rather high percentage of the faculty with the rank of instructor. This is due to the rather high numbers of accessions to the faculty recently as the College is expanding. For the college year, 1961-62, the number of faculty members at each rank is given in Table 15. Excluded from the count are certain administrators such as the President, and part-time faculty members who do not conduct class regulary.

Table 15. FACULTY RANK, 1961-62

Rank	Numbers	Percent
Professor	3	6.8
Associate Professor	11	25.0
Assistant Professor	11	25.0
Instructor	19	43.2

Since the College is very desirous of retaining qualified faculty members, it provides faculty tenure under specified conditions. This amounts to an assurance to the faculty member that his contract will be renewed until he reaches retirement age, unless he gives grave cause for termination of his contract. Tenure is granted by decision of the President on the recommendation of the Committee on Rank and Tenure.

Professors and Associate Professors may become eligible for tenure when their contract is renewed after four years at either of these ranks. For other ranks, the corresponding period is nine years. Most faculty members who advance through the ranks of Instructor and Assistant Professor at Lewis College are eligible for tenure when promoted to the rank of Associate Professor. However when a new faculty member is appointed with the rank of Associate Professor or Professor, he does not acquire tenure immediately, but only after four years.

As an institution of higher education, the College protects the academic freedom of the faculty. As an American institution of higher education the College expects that a faculty member will not advocate what is demonstrably subversive to the Constitution of the United States. As a Catholic institution of higher education, the College expects that the faculty member will not advocate what is contrary to the official teaching of the Catholic Church. In the knowledge of the present administration of the College, no question involving academic freedom has ever arisen on the campus.

FACULTY SALARIES

In discussing faculty salaries and salary practices at Lewis College it must first be noted that there is one group of the faculty, the Christian Brothers, who do not receive actual salaries. A salary figure is assigned to these men, but the College pays to the Christian Brothers Community only what is necessary to take care of the living expenses of these men. The remainder of the salary of the Brothers goes to the College as an endowment of contributed services. The eleven Christian Brothers of 1961-62, and the fourteen of 1962-63 are in this category. They are excluded from the statistics on salaries that are given in this section.

Table 16 gives data on faculty salaries for 1961-62 and for 1962-63, the second set of figures being based on contracts already signed. In compiling the data for Table 16, all full-time faculty whose major assignment is teaching, and who receive an actual salary, were included. Excluded are the Christian Brothers, part-time faculty, and full-time faculty whose major assignment is administration, such as the Business Manager and Registrar.

The 1961-62 figures included 1 professor, 6 associate professors, 9 assistant professors, and 13 instructors. The corresponding numbers for 1962-63 are 1 professor, 4 associate professors, 8 assistant professors, and 12 instructors. The slight decrease in numbers of the faculty in the last three categories was due primarily to the discontinuance of the program in Industrial Arts. Five faculty members who taught Industrial Arts are included in the 1961-62 figures but not in the 1962-63 figures.

The national medians for 1961-62 that are given in Table 16, were taken from the February, 1962 report of the Research Division of the National Education Association, "Salaries Paid and Salary Practices in Universities, Colleges and Junior Colleges, 1961-62." An examination of these figures would seem to indicate that when compared with colleges of the same type and size, Lewis College is somewhat above the median for the two lower ranks, and somewhat below for the two upper ranks. It should be remarked however that the number in these two upper ranks is relatively small, and that the number of years they have held these ranks is also small.

The administration of the College recognizes the importance of salaries in recruiting and holding qualified faculty personnel, and is committed to work for further improvement of faculty salaries.

ACCESSION OF NEW FACULTY MEMBERS

Appointments of new members to faculty positions are made by the President on the recommendation of the Dean. The chairman of the department concerned has always been consulted. Up to the present, it has been the responsibility of the Dean to seek and to locate additions to the faculty when needed. With the departmental re-organization of the faculty, it is intended that the departmental chairmen will take the initial steps in locating needed additions to the faculty. Under the faculty organization in effect at the present time, this has often been a practical impossibility.

Until recently, negotiations for new faculty members have been carried on by letter and by telephone. During the year 1961-62, the policy was adopted of bringing candidates to the campus at college expense for personal interviews whenever this is possible. As a substitute for this on a few occasions, a college representative has interviewed the candidate at an agreed meeting place away from the campus.

In September, 1961, ten full-time members were added to the faculty. Two of these were engaged with the agreement that they would have less than a full-time teaching schedule in order that they could continue study towards the Ph. D. Of the ten new members, seven were

Table 16. FACULTY SALARIES

Rank	1961-62	1962-63	National Medians, '61-'62 (Private Colleges, 500-999 Enrollments).
Professor			
High	7,300.00	7,500.00	
Median	7,300.00	7,500.00	7,703.00
Low	7,300.00	7,500.00	
Associate Professor			
High	7,400.00	8,000.00	
Median	6,400.00	6,250.00	6,691.00
Low	4,600.00	5,000.00	
Assistant Professor			
High	6,700.00	7,000.00	
Median	5,600.00	6,600.00	5,879.00
Low	4,237.50	5,300.00	
Instructor			
High	6,500.00	7,000.00	
Median	5,300.00	5,700.00	5,192.00
Low	3,825.00	4,700.00	
All ranks			
High	7,400.00	8,000.00	
Median	5,500.00	6,300.00	6,216.00
Low	3,825.00	4,700.00	

additions to the faculty and three were replacements. Two replaced faculty members who resigned for reasons of health, and one replaced a faculty member who resigned to take a position elsewhere.

In September, 1962, it is expected that there will be ten new faculty members, five of whom are additions and five of whom are replacements. The five replacements are due to a variety of causes: a resignation because of illness, a resignation in order to devote full-time to graduate study and research, a resignation to accept a position elsewhere, an appointment of one faculty member to an administrative position at Lewis College, and the replacement of a substitute teacher who had been engaged for one semester only.

FACULTY WORK LOAD

The average number of semester hours taught by full-time faculty members during the first semester, 1961-62, was 13.2. This average has remained fairly constant. The average student-semester-hour load per teaching faculty member was 204 during the first semester and 209 during the second semester of 1961-62. Statistics on class size also give some indication of faculty work load. Table 17 gives the distribution table on class size for each semester, 1961-62. The large number of extremely small classes is to a considerable extent due to the fact that the College is at present committed to offering several majors in which the number of students is very limited. This is discussed more fully in the chapter on the Curriculum.

Table 17. DISTRIBUTION TABLE FOR CLASS SIZE, SEMESTER I AND II, 1961-62

	Number of Classes of this Size	
Number of Students in Class	First Semester	Second Semester
1-4	15	9
5-9	20	27
10-19	27	28
20-29	33	28
30-39	22	25
40-49	23	12
50-59	6	2
60-69	0	1
70-79	0	1

AIDS TO FACULTY GROWTH

The professional growth of the faculty is of concern to Lewis College, which attempts to supply aids to such growth. In general, faculty members benefitted from such aids. In a survey of the faculty made during the first semester of 1961-62, eighteen items commonly considered aids to faculty growth were tabulated and faculty members were asked to indicate those which they had benefitted from during the past five years. Usable replies were received from forty faculty members. There were some obvious differences in viewpoint. For example, one of the items was, "College newsletter on educational problems and topics." Twenty-three faculty members indicated that this had been of benefit to them, evidently referring to the Faculty Bulletin which is published monthly and which contains news and announcements about Lewis College and of what is happening elsewhere in this connection. However, seventeen members did not think of the Faculty Bulletin in this connection. Similarly, the numbers for systematic collection of alumni and student opinion are low since at the time the majority of the faculty were not yet aware of the specific studies which were being initiated.

The items which were listed as aids to faculty growth are listed below. The number in parentheses after each item is the number of faculty members (out of forty) who indicated that they had benefitted in this way during the past five years. The items follow:

1. Traveling expenses in whole or in part paid by the college for attendance at professional meetings. (30)

2. Acquisition by the library of requested books or periodicals related to your teaching field. (35)

3. Acquisition of requested laboratory facilities or equipment relating to your teaching field. (20)

4. Personal conference with president, dean, or departmental or divisional chairman regarding problems. (37)

5. Library books and periodicals relating to college education. (31)

6. Provision of special facilities for visual aids. (12)

7. Observation of the teaching of other instructors. (11)

8. Observation of your instruction by other faculty members or administrative officer. (5)

9. Organized institutional effort to improve examination procedures or grading procedures. (19)

10. Reduction of teaching load below normal for a semester, for a specified educational purpose. (5)

11. Faculty groups organized for study of college problems. (30)

12. Systematic collection of alumni opinion regarding college improvement. (7)

13. Systematic collection of faculty opinion regarding college improvement. (18)

14. Systematic collection of student opinion regarding college improvement. (10)

15. College newsletter on educational problems and topics. (23)

16. Sabbatical or other leave. (4)

17. Meetings with and counsel from specialists invited from outside the college. (26)

18. Research grants or grants-in-aid for special purposes received from any source. (8)

OTHER CONDITIONS OF FACULTY SERVICE

The College has available for faculty members the retirement plan which is provided by the Teachers Insurance and Annuity Association of America. Not all faculty members make use of this plan. Housing is provided on campus for the Christian Brother faculty members, and there are also on campus five brick homes and several apartments for lay faculty members. The administration is at present considering the desirability of erecting new apartments on campus for lay faculty members. Memberships in learned societies and professional organizations are paid for by the College, provided that the faculty member agrees to turn over to the Library the periodicals, if any, which come with the memberships. The College also re-imburses the faculty member for all or for fifty percent of the costs incurred in attending meetings of learned societies, under certain specified conditions. Faculty members who wish to do so may take courses at Lewis College tuition-free. Other members of faculty families are granted a 50% reduction in tuition fees.

Up to the present, the College has been able to do little in the area of sabbatical leaves. However, in 1961 a fund for this purpose was established. The fund is still too small to have any appreciable effect, but provisions have been made for its growth. The College also has been able to do little in the way of encouraging organized research to any great extent. But there is provision for reducing the teaching load of a faculty member for a specified time, in order to provide opportunity to engage in a definite research project.

CHAPTER V

THE CURRICULUM OF LEWIS COLLEGE

Liberal Education, General Education, and Liberal Arts Education

Education Prior to College

General Education at Lewis College

Advanced Education: Majors and Minors

General Graduation Requirements

Professional Education

Specialized Programs

Special Curricular Provisions

Other Points Relative to the Curriculum

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CHAPTER V

THE CURRICULUM OF LEWIS COLLEGE

LIBERAL EDUCATION, GENERAL EDUCATION, AND LIBERAL ARTS EDUCATION

The previous chapter pointed out the importance of the faculty in assisting the student to achieve the aims and objectives set for him by the College. In a sense, the curriculum or program of courses is the primary tool by which the faculty provides this assistance to the student. There are other means which the faculty uses but they are all secondary to the curriculum. It is in no derogatory sense that we refer to the curriculum as a tool used by the faculty. The lack of a proper tool, or an ineffective tool, can greatly hamper even the master-worker. This manner of speaking does however place the faculty and the curriculum in proper perspective relative to the aims and objectives of the College.

Before describing the curriculum of Lewis College it would be well to consider three terms which are commonly used, and often interchangeably, when discussing educational programs. These terms are: liberal education, general education, and liberal arts education. Since there is no unanimity of definition for these terms at the present time, we should for the sake of clarity preface our discussion of the curriculum by an explanation of the meanings implied by these terms in the discussion. It is our belief that the definitions stated here have fairly common acceptance at the present time.

By "liberal education," we mean that education which tends to produce the true Christian, that is, the person who has achieved intellectual maturity, religious and moral maturity, and social maturity, these terms to be understood in their more complete sense as explained in Chapter II. With this meaning in mind, we can summarize the major objectives of Lewis College by saying that it is the aim of the College to provide its students with the opportunity of achieving a liberal education.

For the faculty at Lewis College, "general education" is not something different from liberal education, but something which is more limited in scope. It is, however, a part of liberal education. Specifically, general education is that education which provides the student with the opportunity to arrive at an understanding of the basic principles and modes of thought of the major areas of human knowledge. It is that education which places him in contact with his cultural (and intellectual) heritage.

Based on this distinction, general education is seen as an integral part of liberal education, but not the whole of it. Liberal education includes further, greater emphasis on dept of knowledge and understanding in some one or more fields of learning--the college major and minor. It places greater emphasis also on the integration of knowledge, and the fuller achievement of the intellectual virtue of wisdom.

Traditionally, "liberal arts education" is also distinguished as a part of the whole educative process. And in singling out liberal arts education for special consideration, we are emphasizing that aspect of the educative process which tends to equip the student with the right instruments for the intellectual process, the right habits of efficient thinking and effective communication. In a sense, this is education considered abstractly as divorced from content, in order to emphasize the habits of the mind which are to be developed. Liberal arts education can of course be separated from content only for purposes of analysis, and not in actual practise.

With this interpretation of liberal arts education, it can be seen as a part of general education. To single it out by a special term has the advantage of emphasizing that general education cannot be simply a survey of factual information, but must take into account the perfecting of the processes of the mind. The development of the liberal arts is closely associated with such subjects as were included in the medieval trivium and quadrivium: language (grammar and rhetoric), logic, mathematics, and science. But it cannot be neglected in any subject.

EDUCATION PRIOR TO COLLEGE

A college should not assume that its program must encompass the whole of education. The student has had considerable educational development before arriving on the college campus. In particular, he has experienced an amount of what we have called general education, including liberal arts education. On the other hand, a college faculty would be lacking in practical wisdom if it went on the assumption that the student has achieved an adequate general education by the time of graduation from high school. Colleges may wish that this were so, but the actual fact is that the college which admitted only students who had already achieved an adequate general education would have a very limited enrollment. General education must then remain a real concern of the college.

GENERAL EDUCATION AT LEWIS COLLEGE

For most students entering Lewis College there is need for a rather full program of general education. Hence the College prescribes courses for this purpose which are required of all students. There is some flexibility in the requirements. The Dean may waive a required course in a particular case, if the student's background justifies such action. Students also have some alternatives to select, depending again on the high school background.

The courses required of all students are definitely organized as general education courses. They are not courses which are organized primarily for students who plan to concentrate their studies in that particular field. The total number of strictly general education courses required of a student amounts to about two full years of college study. Besides courses that are strictly of a general education character, students are required to take several upper-division courses in theology and philosophy, whose purposes are more precisely for the achievement of the higher aims of liberal education, the acquisition of the ability to see all things in terms of supernatural revelation and in terms of the highest causes known by reason.

The courses required of all students for graduation are listed below, together with general exceptions that are permitted:

Subject	Semester Hours of Credit
Rhetoric and Composition	6
World literature	6
Philosophy	15
Fine Arts	6
Modern Languages (Not required of students majoring in Business Administration	12
Speech	3

Subject	Semester Hours of Credit
Theology (Not required of students who are not Catholics).	12
History	6
Social Sciences	6
Natural Sciences	6
Physical Education	4

The listing of required courses given here represents a slight change from that which had been in effect prior to 1962. Early in that year a three semester hour course in mathematics was discontinued as a general requirement for graduation. This action is not indicative of a lack of appreciation of the importance of mathematics in general education. It rather takes into account the fact that the place of mathematics as a general education subject is more properly in the high school than in the college, and that the high schools from which our students come are now placing greater emphasis on mathematics. Consequently many entering students have a good foundation of general education in mathematics. A number of students are counseled to take mathematics, but it is not a requirement for all.

During the year 1961-62, surveys were made of upperclassmen and of graduates to determine how they judged the value of these required courses in terms of their own educational development. The results of these surveys are summarized in Tables 18 and 19. One general conclusion from these surveys is that the large majority of the students, both present and former, judge all of the courses to have had value for them. One comment should be made relative to the requirement of Foreign Languages. It is obvious from the totals that a number of students and graduates who were not required to take a Foreign Language, did however answer the question about the value of Foreign Languages. The suspicion is that most of these are included among those who considered Foreign Language to be of no value to them. The total number of students and graduates who participated in the surveys were: seventy-five seniors, forty-nine juniors, and two hundred and thirty graduates.

Despite the seeming satisfaction of students and graduates with the program of required General Studies, this program is nevertheless to be subjected to further study. There are three things in particular to which the faculty wishes to give further careful consideration:

1. To insure that the high school background of students in general

Table 18. JUDGMENTS OF ONE HUNDRED AND TWENTY-FOUR SENIORS AND JUNIORS ON THE VALUE OF THE VARIOUS COURSES REQUIRED FOR GRADUATION (1962)

	Numbers Judging the Course to be:		
Subject	Very Valuable	Of Some Value	Of No Value
Rhetoric and Composition	92	28	1
World Literature	72	45	5
Philosophy	57	56	13
Fine Arts	30	68	23
Modern Languages	32	48	39
Speech	73	40	7
Theology	61	55	6
History	63	50	9
Social Sciences	61	56	3
Natural Science	43	64	13
Mathematics	55	55	8
Physical Education	39	59	19

Table 19. JUDGMENTS OF TWO HUNDRED AND THIRTY GRADUATES ON THE VALUE OF THE VARIOUS COURSES REQUIRED FOR GRADUATION, (1962)

	Numbers Judging the Course to be:		
Subject	Very Valuable	Of Some Value	Of No Value
Rhetoric and Composition	195	27	7
World Literature	159	67	3
Philosophy	143	60	16
Fine Arts	106	92	24
Modern Languages	93	81	44
Speech	156	55	11
Theology	157	64	3
History	164	58	6
Social Science	139	80	5
Natural Science	135	78	10
Mathematics	145	61	14
Physical Education	94	87	38

education is fully taken into account in the program of General Studies, both in terms of the whole required program ind in terms of its application to individual cases; 2. To consider the program in its relation to other graduation requirements of the College, so that all requirements can normally be satisfied within the four college years without unduly burdening students during any one or more years; 3. To insure that there is full co-ordination in the work of faculty members who are teaching general education courses so that students may perceive the essential unity of the program, rather than regard it as a sequence of dis-jointed courses.

ADVANCED EDUCATION: MAJORS AND MINORS

In order to further the liberal education of the student beyond the level of general education, students are required to take a "major" concentration of course work in some one particular discipline, and a "minor" concentration of course work in another discipline. The major concentration normally entails approximately thirty-semester hours of college course work in the particular discipline, including certain courses which are specifically required. In some disciplines the major concentration entails more than thirty semester hours, going as high as forty-two in one case. The minor concentration normally entails eighteen semester hours.

The work of the major and minor concentration is distinguished from that of general education in that it is characterized to a far larger degree by penetration and depth of understanding. The student is brought to perceive causal relations and basic principles inherent in the discipline. The major concentration also contributes to the integration of knowledge, first within the discipline itself, and then through study required in other disciplines, with these other disciplines. This integration is complemented further through the advanced courses in philosophy and theology.

The programs for the major and minor concentrations have been the subject of considerable study by the departments since 1960. As a part of this study each department prepared a statement of departmental objectives, keeping in mind the general objectives of the College. These statements were incorporated into the college catalogue. Departments also studied their programs of course offerings for the purpose of consolidating courses and eliminating superfluous ones. This lead to a fair amount of "pruning." Thus the History Department found that with eight fewer courses than in the past, it still had an adequate program.

Similarly, the Philosophy Department reduced the number of its course offerings by seven. For most other departments the same amount of pruning was not necessary.

The fields in which majors are offered were also the subject of study. As was explained in Chapter I, serious concern was shown already in the fall of 1960, about the large number of major areas of concentration offered. Early in the course of our study, separate concentrations in American History and in European History were consolidated so as to form one major concentration in History. A major in Medical Technology was discontinued in August, 1961. There were several reasons for this latter action, including the fact that some of the work was taken off campus, not under the control of the College. Since one student in the program completed graduation requirements during the summer of 1961, and since no other student in the program was near to graduation at that date, the time seemed opportune for the action taken.

In September, 1961, Lewis College was still offering majors in seventeen areas of concentration: Accounting, Biology, Chemistry, Economics, English, French, General Business, General Science, German, History, Industrial Arts, Marketing, Mathematics, Philosophy, Political Science, Psychology, and Sociology. As was explained in Chapter I, the large number of areas of concentration gave cause for serious concern even during the very early stages of the self-study in 1960. During the more formal stages of the self-study in 1961, this concern deepened.

There was first of all the problem of the major in Industrial Arts, also referred to in Chapter I. It was seen that it would be difficult to justify this program as an offering of a college of arts and sciences. During the first semester of the college year a fire completely destroyed the technical institute in which the Industrial Arts courses were conducted. This unexpected occurence became a further factor in the consideration. In February, 1962, formal action was taken to discontinue permanently the Industrial Arts major.

The other areas of concentration were also given careful consideration. A study of the number of students entering the various majors showed that the wide spread of offerings could not be justified. Table 20 gives the number of graduates for each year, 1957-61, with the designated field as their major for graduation. Table 21 gives corresponding figures for each of the four classes during the second semester, 1961-62. Industrial Arts is excluded from Table 21 since that major was discontinued before the study was made. Also excluded from Table 21 are fifty-three lower division students who either do not intend to complete a major but plan to transfer to a professional school, or who are as yet uncommitted. The figures for freshmen are based on statements of intention because freshmen are not required to declare a major formally.

Table 20. MAJOR AREAS OF CONCENTRATION FOR GRADUATES, 1957-61

Area of Concentration	Number of Graduates				
	1957	1958	1959	1960	1961
Accounting	1	0	1	0	0
Biology	0	2	2	4	4
Chemistry	4	2	3	4	6
Economics	0	0	0	0	0
English	3	2	5	2	4
French	0	0	1	1	0
General Business	16	24	32	31	38
General Science	0	1	1	0	1
German	0	0	0	0	0
History	3	1	3	7	3
Industrial Arts	10	12	13	15	9
Marketing	0	0	0	0	0
Mathematics	0	0	0	0	0
Philosophy	1	0	2	0	0
Political Science	1	0	0	2	1
Psychology	0	0	2	3	2
Sociology	1	1	1	3	5

The departmental re-organization described in Chapter IV did not necessarily have the effect of eliminating any major areas of concentration. The purpose of that consolidation of departments was to provide a more sound faculty organization, and it was recognized that within one of the consolidated departments, more that one area of concentration might be offered. Thus in the Department of Natural Sciences, both Biology and Chemistry could be offered as majors. However, based on the evidence given in Tables 20 and 21, it was decided to discontinue certain majors. The majors that are being discontinued are French, General Science, German, and Sociology. This action, together with the elimination of other majors described earlier, brings the total number of majors offered down to twelve.

The majors offered in the Department of Business Administration, namely Accounting, Economics, General Business and Marketing, have an adequate number of students. The number in Economics is low, but the courses offered for Economics majors attract other students who take these courses as electives. The immediate task in this area which the College has set for itself, is to strengthen the other majors rather than those in Business Administration.

Table 21. MAJOR AREAS OF CONCENTRATION OF SECOND SEMESTER STUDENTS, 1961-62

Area of Concentration	Number of Students			
	Freshmen	Sophomores	Juniors	Seniors
Accounting	22	25	12	0
Biology	19	11	7	2
Chemistry	8	6	7	9
Economics	5	4	1	3
English	9	2	5	7
French	0	0	0	0
General Business	85	28	32	44
General Science	1	0	1	0
German	0	0	0	2
History	9	4	6	8
Marketing	7	3	7	2
Mathematics	6	1	4	1
Philosophy	1	0	0	0
Political Science	4	6	0	3
Psychology	4	13	6	6
Sociology	1	1	2	2

Mathematics is a comparatively new major, and the number of students is still low. However, there is every indication that it will grow. The faculty and course offerings have been strengthened, and mathematics is a popular choice for a number of high school graduates at the present time, as the stated choices of freshmen for September, 1962, show. The major in Philosophy would seem to be unjustified. However, if it were discontinued now it would probably have to be reconstituted in the near future, because of the prospect of seminarians and student Brothers on the campus. Besides, the number of students taking required courses in Philosophy, and the lesser number who elect further courses in this field, provide adequate enrolment in these courses.

One or two other areas might be considered definitely borderline. However it was decided to be conservative rather than radical in action at the present time. The areas in which majors are offered will be reviewed from time to time, and future conditions may make it desirable to discontinue one or more at a later date.

GENERAL GRADUATION REQUIREMENTS

To qualify for graduation from Lewis College all students must complete the following general requirements:

1. One hundred and thirty-two semester hours of college work.

2. The General Studies requirements as described earlier under General Education.

3. A major in one discipline and a minor in another discipline.

4. A cumulative 2.0 (C) average for all college work, and separately for the major.

5. The Institutional Testing Programs at the times specified: General Culture Test, and the Graduate Record Examination.

6. At least forty-four semester hours of work in courses numbered above 299.

7. The last thirty-six hours of college credit, and the last twelve hours of the major, at Lewis College.

PROFESSIONAL EDUCATION

For the most part, what is properly called professional education is offered by Lewis College in only an indirect way. To a certain extent the major area of concentration which a student completes may be considered a preparation for professional life. But this is not the primary purpose of the major. Thus, for example, in the area of Chemistry, the emphasis of the faculty and of the curriculum is on pure science. But the graduate may use the knowledge and understanding gained as an entry into some field as a professional chemist. Similarly, while the majors in the Department of Business Administration are des-

designed primarily with the aims of liberal education in mind, students may enter these with occupational goals in view also.

Students also enter certain majors with the intention of preparing for admission to professional schools, although this is not the primary purpose of the major. This is true for example of Biology and sometimes Chemistry, in the case of students who have chosen medicine or dentistry as a career. And a similar situation exists with students who are planning on a legal career. These professional goals of students, however, do not make their college programs professional education in the proper sense of the word.

Lewis College offers a program which is called a Pre-Engineering Program. This program is elected by students who do not plan to graduate from Lewis College. They plan to transfer to an engineering school after one, two, or three years, but for one or more of several reasons they find it desirable to begin their college studies at a small, Catholic college of arts and sciences. For the second semester of 1961-62, there are eighteen freshmen, eleven sophomores and two juniors in this category. While these students do plan to transfer elsewhere for a professional curriculum, their program at Lewis College is one in the arts and sciences. They follow courses in English, mathematics, the sciences, theology, physical education, philosophy, economics, speech, and history. There is provided for these students a one-semester course in Elements of Drawing, which would not normally be a part of a program in the arts and sciences. A second one-semester course in Descriptive Geometry is also provided, but this course is one which has long been honored as a branch of mathematics. A number of these students do not carry out their original plan for transferring to an engineering school, but decide to choose a major at Lewis College, and complete degree requirements here.

Lewis College does offer a program of Teacher Education, and this program to a certain extent can be classified as professional education. The program is designed to qualify students for teaching positions in elementary and secondary schools. It has the approval of the Illinois State Department of Education. The program is under the supervision of the Education Department of the College. This department does not offer a major in Education. Rather the students in the program complete a minor in the department, and complete also a major and sometimes an additional minor in the subject-matter areas in which they plan to teach. The program is so organized that the students complete certification requirements for the State of Illinois and for other states.

The Teacher Education program is in harmony with total college program of liberal education. This is seen from its organization, and also from the objectives of the Education Department. Among these objectives is included the following: "In addition to this specific objective peculiar to the subject field, the Department strives to uphold and promote the general aims and objectives of the College, that is: to develop intellectual excellence; to develop critical and imaginative thinking; to encourage students to make discriminating choices of values; and to help them acquire and exemplify those social and spiritual qualities essential in all good teachers in a democracy."

The Teacher Education program has served and is serving a relatively large number of students. Of the 1957 graduates, sixteen of forty-one went into teaching. The corresponding numbers for the following years were: eight of fifty-one in 1958; fourteen of sixty-six in 1959; twenty-three of seventy-three in 1960; and sixteen of seventy-three in 1961. Of the 1962 senior class, twenty-five of ninety-six are qualifying for teacher certification.

SPECIALIZED PROGRAMS

Lewis College does not have any strictly specialized programs. An evening program had been in operation for some years, but this was discontinued in 1961, partly because of insufficient students, but mainly in order to concentrate attention on strengthening the regular day college program. A limited number of extension courses had also been offered, but these were discontinued at the same time and for the same reasons.

A summer session is offered, but not on a large scale. It is primarily intended for the benefit of our regular students who wish to take summer courses for one or more of several reasons. The summer courses offered are determined by the requests and needs of these students. The summer program is under the direct supervision of the Dean of the College. For the most part, the courses are taught by members of the regular college faculty. Students are also permitted to take summer courses at other colleges or universities, provided that they have the prior permission of the Dean.

In June of 1962, Lewis College will offer a special undergraduate Field Course in Biology for thirty nuns who are at present teaching biology in junior and senior high schools. The course is intended for teachers who have had laboratory and theory courses in biology but who have not had the opportunity to study plants and animals in their natural environment. Applicants for the course must have the bachelor's degree with at least a minor concentration in biology. It will be an intensive two week course conducted at Camp Sagawau in the Cook County Forest Preserves. Students and faculty will live at the camp. The course will be conducted by Brother H. Charles, Chairman of the Biology Department, Saint Mary's College (Minnesota), who has considerable experience with courses of this kind. He will have two assistants. The course is financed by a grant from a philanthropic foundation.

A second intensive course for the summer of 1962, will be a three-week course in Introduction to the Behavioral Sciences. This course will be offered to state employees engaged in public safety, and has been organized at the request of the Director of Public Safety of the State of Illinois. The course will be taught by faculty of Lewis College, and on the Lewis College campus.

SPECIAL CURRICULAR PROVISIONS

In order to assist incoming students to draw greater benefit from their college education an Orientation course was organized in the fall of 1961. The course met two hours per week for the greater part of the first semester. Its purpose was to acquaint students more fully with the objectives and the educational program of Lewis College and to assist them to acquire those college skills which enable them to achieve these objectives more completely. When first offered in 1961, this course was able to reach slightly over one third of the incoming freshmen. It is planned to expand this course in future years so as to include all incoming freshmen. The instructors of other freshmen courses cooperate, by emphasizing further in their own instruction, the points which are brought out in the Orientation course.

The desirability for organized effort in the area of developmental reading has been under discussion by the Faculty during the present year. This discusiion has considered the question from a two-fold standpoint. It has brought out first of all what can be done by the classroom teacher to assist his students to progress towards greater reading efficiency. It has also considered the desirability of a specialized program in developmental reading, to reach the students who need such help on an individual basis. Arrangements for this latter are not yet fully formulated, but it is intended that a limited start will be made in September, 1962.

A proposal of a special summer session program for new students with somewhat weak academic background is under consideration at present. It has not yet been adopted however. According to the planning of this program, new students accepted from high school but meeting only minimum admissions requirements, would be required to attend a summer session at the College prior to admission to the freshmen class. During this summer session the students would take two freshmen courses, one of them in English Composition. The College would make rather intensive efforts during the session to help the students to gain fundamental college skills. Admission of the student to the September freshman class would be contigent on his success in this summer program.

The need for special curricular provisions for students who enter Lewis College with superior high school background has been under study during the past year, and this study is continuing. Thus far only one department, the Mathematics Department, has prepared a special lower division sequence which is specifically for such students. This sequence will be in effect in September, 1962. In other departments, however, there is provision for waiving elementary college courses for such students, and permitting them to enroll in more advanced courses.

For the superior students, most departments offer an Honors Seminar during the senior year. This Honors Seminar involves elementary research on selected topics, under the tutelage of a department faculty member. It is restricted to students who can qualify for graduation with honors.

OTHER POINTS RELATIVE TO THE CURRICULUM

The curriculum is under continuous study by the Committee on Educational Policies. Changes in departmental requirements for majors and minors must have the approval of this committee before they become effective. Major changes in the curriculum, such as changes in general requirements for graduation, are determined by the faculty upon recommendation of the Committee on Educational Policies. Decisions of the faculty are however subject to approval by the President and the Board of Trustees.

Although each student is responsible for seeing that he completes the requirements for graduation in proper sequence he has the assistance of a faculty counselor in planning his course program. The Director of

Counseling and the Dean are also available for consultation in case of special curricular problems.

Student re-action to the various course programs is in general good. This conclusion is gained from interviews with students. It is also indicated by the favorable response of students to the general education requirements of the College, which was described in an earlier section of this chapter. The conclusion is further supported by the number and the spread of favorable responses when seniors and juniors were asked to designate courses that have been particularly valuable for them. Forty-nine juniors named forty-two different courses or course sequence as having been of particular value to them in terms of their general educational developments. Most of these courses were named more than once, some frequently. Seventy-five seniors selected fifty-six courses or course sequences to the same purpose. For courses of particular value in terms of basic preparation for future employment, the juniors selected forty-four, and the seniors selected fifty-five.

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CHAPTER VI

INSTRUCTION AT LEWIS COLLEGE

- The Faculty, Curriculum, and Instruction
- Concern for Excellence of Instruction
- Student Scholarship
- Student Attitudes
- Marks and Examinations

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CHAPTER VI

INSTRUCTION AT LEWIS COLLEGE

THE FACULTY, CURRICULUM, AND INSTRUCTION

Under the term "instruction" is included all those means which the faculty uses to make the curriculum vital and effective in contributing to the educational growth of the student. In this category come such things as course lectures, classroom discussions and demonstrations, laboratory procedures, course assignments, tests and examinations, and many others. In the previous chapter, the curriculum has been referred to as an instrument used by the faculty to foster student progress towards educational maturity. But the effectiveness of an instrument depends not only on how well it is fashioned but also on how well it is used. Consequently it is necessary for a college which is engaged in a thorough self-study, to examine carefully how instruction is carried out, how teaching is done.

It is true that teaching is primarily an art and therefore is characterized much more by intangibles than is a strict science; it is subject to much more individuality of approach. And yet every art does have its scientific aspects. It must be recognized however that a study of the area of "instruction," will yield less in terms of agreed conclusions than a study of most other areas of the educational program of a college.

CONCERN FOR EXCELLENCE OF INSTRUCTION

It cannot be doubted that, officially, the College places great emphasis on excellence of teaching and the continued improvement of instruction. This is even included formally in the aims and objectives of the College. It is emphasized also in the Faculty Handbook when describing the minimum qualifications for various ranks and for promotions in rank. At least beginning in 1961-62, if not earlier, it has been stressed in interviews with candidates for faculty positions. It appears in the recommendations made to departments to prepare course syllabi in order to insure good organization of classroom presentation. Within the limits of funds available, the administration tries to supply needed aids for instruction, such as laboratory equipment and facilities, audio-visual aids, library expansion, etc. While Lewis College has not formally used television for instructional purposes, it is following developments in this area closely, particularly the Midwest Program of Airborne TV. Forms are provided for use by individual faculty members to obtain student evaluation of their instruction. These forms are not used administratively in any way; they are intended solely for individual faculty use. And finally, there is the availability and willingness of department chairmen and of the dean to discuss instructional problems with faculty members.

There remains the question of the extent to which this official viewpoint of the College is actually operative. This question cannot be answered with complete certainty. The following considerations however are presented as having bearing on the question. The faculty has concerned itself with the problem of improving instruction. One faculty meeting during the current year was devoted to a discussion of the topic, "The Improvement of Instruction." A second meeting discussed, "The Improvement of the Spirit of Study on the Campus." A faculty meeting last year was devoted to "Course Tests and Examinations." An allied topic discussed at another meeting was, "Developmental Reading and the Classroom." Matters relative to improvement of instruction have also come up for discussion in departmental and divisional meetings.

A start has been made in the matter of preparing course syllabi. A few departments have made considerable progress in this respect. Other departments have not yet done much towards this end. A start has also been made by some faculty members in the use of forms for student evaluation of course instruction. Faculty members who have used these forms have found the information gathered useful to them. They also have received a clearer picture of student attitudes to college study.

Plans for the expansion of library and laboratory facilities in 1962 and 1963 are described in a later chapter on the Physical Plant. These plans include the expansion of both science and language laboratories. Annual library expenditures for books and periodicals already compare very favorably with those of other colleges. That faculty members do have available and make use of a number of aids to professional growth is indicated in the summary on this point in Chapter IV.

In a survey which followed the recent discussion on "Improvement of Instruction," faculty members have given their own judgments on several points pertaining to this topic. As important criteria for good instruction, the following five have the almost unanimous support of the whole faculty:

1. The preparation and organization of class lectures and discussions and laboratory work.

2. Motivation of students towards interest in the subject and towards a desire for high scholarship.

3. Imparting to the student the attitudes, ideals, and habits characteristic of high scholarship.

4. Interest shown in improving methods of presentation.

5. Interest in and concern for the individual student.

Five other criteria that are supported by half of the faculty or over are:

6. The construction, administering, and grading of tests and examinations.

7. Breadth of vision on educational problems.

8. Reasonable practises in assigning course grades.

9. General conduct and appearance in class.

10. Success in encouraging students towards graduate study or professional work.

For the actual presentation of course work in the classroom, the large majority of the faculty prefer to make use of mainly lecture on the part of the instructor with definite provision for student-involved discussion, the amount of time considered ideal for student-involved discussion being somewhat variable, but in general not ranging far from twenty percent of the total class time. There is extremely light support by our faculty for classroom presentation which is entirely student-involved discussion. In this survey a number of the faculty pointed out that the question of lecture vs. discussion as methods of classroom presentation depends on several variables, such as the maturity level of the students, class size, and the subject matter of the course.

The faculty is about evenly divided on the question of how best to section courses for which a large number of students register. About half favor grouping the students into entirely separate sections of about thirty students each. Slightly less than half favor grouping the students into larger sections of sixty or more, while at the same time providing opportunity for discussion by breaking the section into smaller segments at say every third class meeting. Three faculty members were in favor simply of large lecture sections with no further schedule provisions. Again it was pointed out that the ideal depends on variables such as student grade level, student ability, and the type of subject matter. The classroom plan for the building to be constructed in 1962 will permit experimenting with these several methods.

Faculty members judge that students should average about six hours per week in outside preparation and study for a three-semester hour course. For the most part they favor tests that are a combination of objective and subjective items.

Finally, the faculty has a number of suggestions as to the best ways of promoting high scholarship on the part of the students. These are simply tabulated here in no particular order and without indicating the number of faculty members making the suggestion. They are: require outside reading for all courses, eliminate vocational aspects of courses, emphasize out-of-class activity of an academic nature, require elementary research of at least upper-level students, promote the use of good books through available paperbacks, give clear instruction to students of what is expected in college study, make reasonable efforts to relate course material to the life of the student, promote the understanding of college objectives by faculty and students, provide for formal recognition of academic excellence, require book reports and term papers to whet the appetite for learning, encourage students to do more than what is minimal, have the instructor aware of contemporary study and research in his field, publish a quarterly of the best creative work of students, have several student-faculty forums annually on intellectual problems, inaugurate an honors program at the lower division, have syllabi provided to students for each course, provide a thorough orientation program for new students, require students of a class to attend campus lectures by guest speakers when related to course content, provide for homogeneous grouping at the freshman level.

The matter of actually evaulating faculty effectiveness in teaching is one which has not been solved. As is indicated earlier criteria of effective teaching have been formulated, and are listed in the Faculty Handbook. However, the actual evaluation of faculty effectiveness is now largely a subjective judgment on the part of the Dean and the President, based on information from various sources. The departmental re-organization of the faculty was partly for the purpose of turning over to departmental chairmen much of this responsibility. The chairmen would have more opportunity, for example, to visit classes than does the Dean. Rating forms for evaluating faculty effectiveness are now being prepared with this in mind. Judging from John W. Gustad's article, "Policies and Practises in Faculty Evaluation," Educational Record, July, 1961, Lewis College is not alone in this problem. Mr. Gustad in describing a study sponsored by the American Council on Education, expresses surprise at "the extent and depth of chaos" found in faculty evaluation.

STUDENT SCHOLARSHIP

An examination of instruction from the standpoint of student scholarship requires an inquiry into student ability and student educational background. For entering students at Lewis College information on this score is obtained from the high school record, the high school rank, recommendations of high school personnel, and scores on the tests of the American College Testing Program, which is required of all freshmen.

Information on the high school ranks of entering freshmen is given in Table 10 of Chapter II. Statistics on the ranking of the same group of students on the scores of the American College Testing Program are given in Table 22. Here Lewis College students are compared with all students who took the test, not simply with those who entered college. From the data in both tables we conclude that students entering Lewis College are about average in intellectual ability. In fact, if we compare them with only those high school students who enter college, we would conclude that they are somewhat below average in ability. This is related to the measures taken to improve admissions policies, described in Chapter II.

The scores achieved by entering students on these A. C. T. tests are mimeographed and distributed to all faculty members, thus helping them to form a judgment of the ability level of students in their classes. Faculty counselors have further a copy of the high school record of their counselees. The high school records of students as well as their records at Lewis College, are also available for examination by faculty members in the offices of the Registrar and of the Director of Counseling. A number of faculty members make use of this opportunity to obtain further information about the background of students. Also provided for faculty members is a list of names of students admitted with scholarships because of excellence of the high school record. As students progress through college, faculty members are supplied with lists of students who merit Dean's Honor List rating, of those who are academically deficient (less than a C average), and of those who are on probation because of poor scholarship.

Table 22. PERCENTILE RANKS ON THE COMPOSITE SCORE OF THE AMERICAN COLLEGE TESTING PROGRAM FOR 227 FRESHMEN, FALL SEMESTER, 1961

Percentile	Students Ranking in the Interval		
Interval	Number	Percent	Cumulative Percent
90-99	23	10.1	10.1
80-89	39	17.2	27.3
70-79	33	14.5	41.8
60-69	23	10.1	51.9
50-59	18	7.9	59.8
40-49	46	20.3	80.1
30-39	10	4.4	84.5
20-29	24	10.6	95.1
10-19	7	3.1	98.2
0-9	4	1.8	100.0

The number of students who find it necessary to leave Lewis College because of academic deficiencies does not seem unduly high. Accurate statistics on this have not been available until recently. However during the first semester of 1961-62, or at the end of this semester, a total of fifty-nine students withdrew, including thirty freshmen, twenty sophomores, three juniors, and two seniors. In the case of nineteen of these, the reason was academic deficiencies. They incurred dismissal for poor scholarship or they were counseled to leave because of deficiencies. In twelve cases, the reason was financial; with nine it was difficulty in personal adjustment. Five students transferred to other colleges or universities, usually to enter a program not offered by Lewis College. Three left Lewis College to enter the novitiate of the Christian Brothers, two withdrew because of illness, and in the case of five, the reason for withdrawal was not stated.

As a check on academic progress, all Lewis College students are required to take the Cooperative General Culture Test during the second semester of the sophomore year. Since this test is usually taken at other colleges during the same general period, national norms form some basis for judging the performance of our students. Table 23 shows the percentile ranking of Lewis College students on this test. In view of the ability level of our students, their performance on this test is quite representative.

Table 23. PERCENTILE RANKS (BASED ON NATIONAL NORMS) OF LEWIS COLLEGE SOPHOMORES ON THE COOPERATIVE GENERAL CULTURE TEST, SPRING, 1961

Percentile Interval	Students Ranking in the Interval		
	Number	Percent	Cumulative Percent
90-99	11	10.1	10.1
80-89	12	11.0	21.1
70-79	13	11.9	33.0
60-69	10	9.2	42.2
50-59	11	10.1	52.3
40-49	13	11.9	64.2
30-39	10	9.2	73.4
20-29	11	10.1	83.5
10-19	13	11.9	95.4
0-9	5	4.6	100.0

The Graduate Record Examination is a further national test which has been prescribed for Lewis College students since 1958-59. It is usually taken in the early spring of the senior year. All Lewis College seniors are required to take the Area Tests of the Graduate Record Examination, and in fields in which these are available, the Advanced Tests also. On these tests Lewis College students rank somewhat below the national averages, but in view of their ability level, this lower ranking is not unexpected.

For the Area Tests of the Graduate Record Examination, the Educational Testing Service provides two bases for comparison. One of these, issued in the spring of 1962, gives the distribution of institutional means for two hundred and thirty-one colleges testing complete classes of twenty-five or more seniors in 1960-61. The number of colleges with means within each scaled score interval is tabulated. This permits a comparison of the Lewis College means for 1960-61 with those of the two hundred and thirty other colleges. If we assume that the distribution of institutional means for 1960-61 is valid also for the two preceeding years and for the one following, we can have an estimate of the ranking of Lewis College means for those years also. Table 24 gives an indication of how the mean scores of Lewis College on the Area Tests compare with those of other colleges.

Table 24. MEAN SCORES OF LEWIS COLLEGE ON THE AREA TESTS OF THE GRADUATE RECORD EXAMINATION

Area Test	Percent of 231 Colleges Whose Mean Score Placed in a Lower or in the Same Scaled Score Interval As Did That of Lewis College.			
	1959	1960	1961	1962
Social Studies	51.9	51.9	51.9	51.9
Humanities	39.6	23.4	39.6	55.4
Natural Sciences	22.1	42.0	67.1	42.0

A second basis of comparison which is provided by the Educational Testing Service is a distribution table for the scores of individual students on the Area Tests of the Graduate Record Examination. In this case the mean scores of Lewis College must be compared with the distribution of scores for individual students. This data is given in Table 25.

Table 25. MEAN SCORES OF LEWIS COLLEGE SENIORS ON THE AREA TESTS OF THE GRADUATE RECORD EXAMINATION, 1959-1962

Area	No. of Students Tested	Lewis College Mean	Percentile Standing
Social Science	271	426.6	27
Humanities	271	445.4	32
Natural Science	271	450.0	39

The number of Lewis College students who have taken each of the Advanced Tests of the Graduate Record Examination is relatively small. However data for the scores on these Advanced Tests is given in Table 26.

Table 26. MEAN SCORES OF LEWIS COLLEGE SENIORS ON THE ADVANCED TESTS OF THE GRADUATE RECORD EXAMINATION, 1959-62

Field	Number of Students Tested	Mean Score	Percentile Standing
Biology	14	458.6	38
Chemistry	24	462.3	24
Economics	5	462.0	5
Education	1	410.0	47
French	2	360.0	3
Government	6	378.3	10
History	17	478.8	38
Literature	15	516.7	38
Psychology	9	465.5	33
Scholastic Philosophy	5	474.0	28
Sociology	10	441.0	35

Some judgment of student scholarship can also be formed from the number of graduates who enter graduate and professional schools, and from the success that they achieve in these schools. A fair number of Lewis College graduates have continued their education in this way, more so in recent years. In interpreting the data on this however, several things should be kept in mind. First, the fields that have produced more graduates than any others, Business Administration and Industrial Arts, are fields that usually send the smallest proportion to graduate schools. Secondly, because of financial reaons, a good proportion of Lewis College graduates who did enter graduate or professional schools have had to do so on a part-time basis. The fact that a number of these did not complete a graduate degree does not imply that they did unsatisfactory work, but simply that the necessities of life compelled them to discontinue. Of the 445 graduates from 1952 to 1961 inclusive, 158 entered graduate school, and 83 are still in attendance; 21 have been awarded the Master's degree, and while none has yet received the Ph. D. degree, 8 are at present Ph. D. candidates. Among these same graduates, five entered a medical school, one of whom received his degree in medicine, and the remaining four of whom are still in medical school. One entered a school of veterinary medicine, and received the degree of Doctor of Veterinary Medicine. Of the four who entered dental school, one received the degree of Doctor of Dental Surgery, and the remaining three are still in dental school. Eight graduates entered law school, one graduated, and four are still in attendance.

High student scholarship is recognized by the publication each semester of the Dean's Honor List. Included on this list are the names of all students who achieve superior rating. The Dean's List is made public to the whole college community. It is also sent to the student's home, to the newspaper of his local community, and to the high school from which he graduated. Students who are named on the Dean's List are accorded certain privileges. A further honor given to students of superior achievement is their eligibility for the senior Honors Seminar of their department, which entitles them to graduation with honors.

Concern is also shown for students who do not do satisfactory work. Freshman who do not maintain a 1.5 average (2.0 being a C average), are placed on probation. The corresponding minimum average for sophomores is 1.75 and for juniors and seniors is 2.0. Students who have probationary status two semesters in a row are dismissed for poor scholarship. Students who are on probation may not hold any campus office during the probationary period, and may not participate in any college activities which represent the College in public, such as athletic activities, dramatic activities, and musical activities. In general, this policy assures that student leaders come from those who are doing satisfactory college work. As another measure to emphasize the importance of good scholarship, financial aid of all kinds is restricted to those who are maintaining satisfactory college progress.

STUDENT ATTITUDES

In general, the student body is characterized by a health attitude towards scholarship. By this we mean that the superior achiever is respected and honored by the student group, even if he is not emulated by all. On the other hand, there is room for improvement in the attitudes of students towards the amount of time devoted to study and to the preparation that is required by college work. Jacob M. Price in his Reading for Life, University of Michigan Press, p. 13, points out that what studies are available indicate that college students average about twenty-six hours per week in reading and study. This average in itself is lower than the ideal. However Lewis College students average somewhat less than this. A recent survey has made the faculty aware of this fact. Greater emphasis is now placed on the need for an adequate amount of time to be devoted to study and preparation of course work. The results of this survey involving about four hundred students are given in Table 27.

Table 27. AVERAGE AMOUNT OF TIME LEWIS COLLEGE STUDENTS DEVOTE TO STUDY (JANUARY, 1962)

Class	Average Hours Per Week Devoted to Study	
	On-Campus Students	Off-Campus Students
Freshmen	22.4	17.2
Sophomore	24.3	21.1
Junior	18.9	22.2
Senior	16.2	22.1

MARKS AND EXAMINATIONS

Semester examinations are prescribed for all courses and are given during Semester Examination Week. The examination schedule for this week is draw up by the Registrar, and a two-hour period is assigned to each course. Periodic tests are normally given in each course, but the frequency and timing of these are at the discretion of the instructor. As was pointed out earlier, most instructors use a combination of objective and subjective type of test, the subjective type including such items as essay questions and problem questions. A few instructors use oral tests, and an occasional take-home test is used in certain courses.

A faculty meeting in Feburary, 1961, was devoted to the topic, "The Construction and Use of Course Examinations." The discussion was led by Brother J. Leo of Saint Mary's College, Minnesota, who had made a special study of this problem at a North Central Association Liberal Arts Workshop recently. The series of brochures on this topic published by the University of Minnesota is available for faculty study. Pertinent books have also been purchased for the Library.

Course grades are issued at the end of the semester and at the midpoint of the semester. At each grading, a grade-report is sent to the student's home and to his counselor. Students are informed of their grades by their counselors. At each semester grading, the grade-reports of freshmen are sent to the high schools from which they graduated. Once semester grades are reported to the Registrar's Office, there can be no change in grades except by request of the instructor and with the approval of the Dean. Any such request must be supported by good and just reasons.

The interpretation given to course grades by the faculty is as follows:

An A grade indicates distinguished success in achieving every objective of a course. The student must show unusual intellectual ability and initiative and a capacity for independent work surpassing the superior work of the B student. In most classes, the number of A grades should be very limited.

A B grade recognizes distinctly above average attainment of the objectives of a course. There must be some degree of excellence shown in critical thinking, originality, and imaginative approach to problems. This grade indicates better-than-average preparation for advanced courses in the subject. In most classes, the number of B grades should be limited.

A C grade indicates the level of achievement to be expected from the student of average ability exercising normal application. The word "average" defines its degree of excellence. It shows sufficient preparation for more advanced courses in the subject. In most classes, the majority of grades would be C.

A D grade is the lowest passing grade. Although the student has met the very minimum requirements of a course, this grade indicates unsatisfactory work. It predicts doubtful prospects of success in subsequent courses in the subject, and is usually not transferable to other colleges and universities.

An F grade indicates a lack of minimum achievement of the objectives of a course. The student is unable to advance to courses for which this one is a prerequisite. The F grade can be nullfied only by taking the course over again. The F grade remains permanently on the student's record even though the course is subsequently repeated and passed. (The grade FA indicates failure because of excessive absence.)

An I grade indicates incomplete performance of the work of the course. It must be removed within six weeks of the beginning of the following semester. Otherwise it is entered on the permanent record as an F.

Beginning in 1961-62 the College adopted a policy of publishing for the faculty statistical summaries of grades. These are broken down by departments and by individual faculty members. In each case the number of grades of each type is stated together with the grade-point average. Faculty members can recognize from these summaries when their own grading practise is inconsistent with general policy. In the published statistics however, individual faculty members are identified by number, and only the individual is informed by the Registrar's Office of the number assigned to him.

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CHAPTER VII

THE LIBRARY OF LEWIS COLLEGE

- The Role of the Library
- Physical Facilities
- Library Holdings and Accessions
- Library Budget and Expenditures
- Library Staff
- Library Services
- Library Use

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CHAPTER VII

THE LIBRARY OF LEWIS COLLEGE

THE ROLE OF THE LIBRARY

The College Library has a vital role to play in the achievement of the objectives of Lewis College. It is an important and necessary means whereby members of the college community can investigate further the new ideas which they encounter in the classroom, laboratory, lecture-hall, discussion group, and private study. It serves also as a source of new ideas, and provides opportunity to examine critically and objectively the convictions and viewpoints which one holds. Properly used, the library contributes to the formation of habits of scholarship, and to a broadening of vision, as well as of interest. In order to carry out this function, the library must have the necessary resources, and must make these readily available to the college community.

Like the College itself, the Lewis College Library is very young, and consequently it is small both in physical facilities and resource material, as compared with many other colleges. However, it is adequate for the present needs of the college. The faculty and administration recognize the importance of the library in the educational program of the college, and for some time, measures have been taken to improve the library. These are explained in the following pages, along with the description of the present status of the library.

PHYSICAL FACILITIES

The Lewis College Library occupies the north wing of the Lewis Memorial Hall, a building which is centrally located on the campus. The building also contains the gymnasium and student lounge. The library has two levels. The main reading room is on the upper floor, and besides reading tables, it contains shelving for reference works and reserve books, the charging desk, and a current periodical area.

On this floor also are a processing room and the librarian's office. The lower floor contains the stackroom, the bound periodical room, and a storage room.

The total floor space occupied by the library is about 5,800 square feet. The main reading room seats 90 readers without crowding, and there are 18 seats for readers on the lower floor. This would provide at any one time seating for approximately 18% of the present student body. In the stackroom are 3,780 feet of steel shelving. A considerable amount of additional shelving is in the main reading room. Both levels have very adequate fluorescent lighting.

The present physical facilities of the Lewis College Library are limited as compared with those of most other college libraries. For example, new libraries erected at colleges of comparable size during the period, 1949-54, range in total floor space from 9,690 to 70,000 square feet, with most of them in the range of 12,000-25,000 square feet. Plans are already under way to remedy this deficiency of the library. Beginning in June, 1962, the gymnasium and student lounge will be moved from Lewis Memorial Hall, and the building will be remodeled so that the library can make use of all of the facilities vacated. This will give the library a floor space of almost 18,000 square feet. It is planned to have the work completed by September, 1962.

With the expansion in floor space, there will also be an increase in seating capacity. This increase will be mainly in the form of individual carrels which will provide greater seclusion to library patrons. The stackroom will be enlarged considerably, and more shelving provided. The other physical needs of the library will be taken care of adequately.

Long term plans call for the eventual construction of a new building to house the library. This will not however take place during the next five or six years. During this period it is expected that the physical facilities of the library will be entirely adequate as a result of the expansion and re-modeling done in 1962.

LIBRARY HOLDINGS AND ACCESSIONS

As of June, 1962, the library's book collection will total somewhat over 25,000 volumes of which about 3,000 will be bound volumes of periodicals and about 1,200 will be reference works. There are 280 periodicals which are received regularly and made available to patrons in the current periodical area. Most of these would be classified as scholarly periodicals, although a number of them are of general interest. Most of the periodicals are later bound. There are also 5 newspapers available daily in the general reading area. Nine hundred and forty-four pamphlets and a number of government documents are included in the collection, and these together with some films, filmstrips, records, and micro-cards, complete the library holdings.

The Lewis College Library is an approved depository, No. 142, for United States government documents. Up to the present, lack of space has prevented the librarian from taking full advantage of this designation. However this difficulty will be overcome when the expansion of the library this year will provide ample space for the purpose.

The total number of books which the library has in each general subject matter area is shown in Table 28. This table also shows the increase in the collection during the five-year period, 1956-61. That this increase was spread evenly over the five years is evident from the annual library budget given in the next section, since the holdings were not substantially increased by gifts during this period.

The faculty Committee on the Library each year allots a specified amount to each department for the purchase of library books. This apportionment is made on the basis of the number of students in the department, the number and type of courses offered, and the needs for bibliographical reference material. Within the amount allotted, the department determines the library purchases to be made. The librarian places the orders for all books and library materials through the Business Office based on the recommendations of the departments. The librarian has a reserve fund from which further allocations to departments can be made in cases of special need.

The librarian is alert to the need for culling out-dated books from the collection. He periodically makes recommendations to departments that they check the collection in their subject-matter area with this in mind. During the college year, 1960-61, there were 288 books removed from the shelves because they were out-dated.

In general, the departments are satisfied that the library holdings in their subject areas are adequate for the present, and that reasonable efforts are being made to increase these holdings insofar as the income of the college permits. Since the College is very young, there are gaps in the library holdings due to the absence of some books which are recommended for college libraries, but which are now out of print. These gaps are gradually being reduced as such books become available through reprints or through other source. Similarly, back issues of scholarly periodicals are being acquired. For a number of such periodicals, practically complete sets of back issues have been obtained. For other cases, a micro-card reader is available, and micro-cards are obtained for a needed reference.

Table 28. LIBRARY HOLDINGS OF BOOKS AND BOUND PERIODICALS AS OF JUNE 1, 1961

Subject Area		Total Number of Volumes	Volumes Acquired 1956-61
Reference		1, 158	922
000 Section.	General Works	158	44
100 Section.	Philosophy	1, 631	971
200 Section.	Religion	1, 063	520
300 Section.	Social Sciences	3, 341	1, 662
400 Section.	Language	465	256
500 Section.	Pure Science	2, 227	671
600 Section.	Technology	1, 774	431
700 Section.	The Arts	714	364
800 Section.	Literature	3, 478	1, 764
900 Section.	History	4, 168	1, 852
Fiction		659	124
Total Books		20, 836	9, 581
Bound Periodicals		2, 912	
Total Volumes		23, 748	

LIBRARY BUDGET AND EXPENDITURES

The annual expenditures for the library have remained fairly constant over the past five years. This is evident from the data in Table 29, which gives the annual expenditures for the years 1957-61 and the budget for 1961-62. It is true that both the student-body and the faculty have increased in size during the five year period, but this does not imply that the annual library expenditures at the present time have become inadequate. The expenditures in 1960-61 per full-

Table 29. LIBRARY EXPENDITURES FOR 1957-61 AND LIBRARY BUDGET FOR 1961-62

Item	Expenditures				Budget 1961-62
	1957-58	1958-59	1959-60	1960-61	
Salaries	6,870.07	7,307.73	5,591.54	8,557.16	8,700.00
Salaries (Students, Others)	405.50	1,289.15	4,384.56	1,586.25	1,200.00
Books	9,910.50	8,274.62	6,568.26	7,035.62	7,000.00
Periodicals	962.13	1,853.40	1,474.70	2,507.83	2,600.00
Binding	216.88	1,421.65	716.37	958.90	900.00
Supplies	871.67	415.13	768.05	256.76	300.00
Equipment		1,661.35	301.63	497.65	650.00
Records, Films, Micro-cards	12.15		1.99		150.00
Other	682.82	240.69	51.65	72.97	100.00
Totals	19,931.72	22,463.72	19,858.75	21,473.14	21,600.00
% of Educational and General Expenses Used for Library	5.8%	5.0%	4.3%	4.7%	

time equivalent student for books, pamphlets, periodicals, and binding, as shown in Table 30 was $20.31. According to the second annual N. C. A. survey of current college trends (The Reporter, Vol. III, No. 1) the corresponding median figure for bachelor's degree granting institutions in 1957-58 was about $9.70. The same survey indicates that the Lewis College library expenditures per full-time equivalent student for salaries is becoming low. This is referred to in the section on Library Staff.

Table 30. LIBRARY EXPENDITURES PER FULL-TIME EQUIVALENT STUDENT, 1957-62

	1957-58	1958-59	1959-60	1960-61	1961-62
No. of Full-Time Equivalent Students*	395	486	459	517	585
Expenditures for books, pamphlets, periodicals binding	28.07	23.76	19.07	20.31	17.95
Expenditures for Salaries	18.42	17.69	21.73	19.62	16.92

(*The figures given are the averages of the figures for the two separate semesters.)

The relatively high expenditures at Lewis College for books, etc., is due to a wise decision that the administration made five or six years ago to increase the library holdings as rapidly as possible. As a result the holdings have almost doubled within the past five years. The present administration intends to continue this emphasis on improving the library collection.

The amount of library funds allocated to the different subject-matter areas for the purchase of books is given in Table 31. The figures given in this table are for 1961-62, but this distribution is representative of past years also, even though there have been some fluctuations due to special needs. The allocations are made by the faculty Committee on the Library each year, and departments in general have found the allocations adequate.

Table 31. BOOK BUDGET BY DEPARTMENTS, 1961-62

Departments	Allocation
Biology	$ 350.00
Business	500.00
Chemistry	350.00
Education	400.00
English	600.00
Fine Arts & Music	400.00
History	600.00
Industrial Arts	300.00
Language	300.00
Mathematics	300.00
Philosophy	300.00
Political Science	300.00
Psychology	300.00
Religion	300.00
Sociology	300.00
Speech	200.00
Librarian (Reserve)	900.00
Total	$7,000.00

LIBRARY STAFF

The library staff consists of one full-time librarian, two clerical assistants, one on a full-time basis and one on a half-time basis, and four student assistants all on a part-time basis. The librarian is fully qualified. Although he had earned the degree of Doctor of Jurisprudence, he later received the degree of Master of Arts in Library Science. The other members of the staff do not have special library training.

Lewis College has reached the stage when an assistant librarian with training must soon be added to the staff. This would seem to be indicated by the comparative data referred to in the last section on expenditures for library salaries per full-time equivalent student. It is also indicated by a study of the duties of a professional nature which the librarian must perform and which cannot be delegated to clerical assistants. The administration is well aware of this need and is now seeking a qualified person to add to the staff.

In order to assist him in determining library policies that will contribute to the efficient functioning of the library and to making it of maximum service to the college community, the librarian has the assistance of a Committee on the Library. This committee is appointed from the faculty. In the appointment, care is taken to provide for representation from the major areas of the faculty.

LIBRARY SERVICES

To assist patrons in locating material quickly and easily, books are catalogued according to the Dewey Decimal classification scheme, and the cards kept in a card catalogue file. This card catalogue file was increased by sixty drawers during the present year, since the original drawers had become so over-crowded as to make consultation of them inconvenient. As a help in locating periodical references, the following readers' guides and indices are available in the reading room:

Applied Science & Technology Index
Business Methods Literature Index
Business Periodicals Index
Catholic Periodicals Index
Education Index
Essay & General Literature Index
International Index to Periodicals Literature
Reader's Guide

The Librarian is usually present for consultation about special problems.

The library is open for use from 8:30 A. M. to 5:00 P. M. on Monday through Friday, and from 6:00 P. M. to 9:00 P. M. on Sunday through Thursday. It is also open on Saturday from 9:00 A. M. to 12:00 Noon. Patrons have free access to the stacks both for books and bound periodicals. In the reading room, the reference works and current periodicals are also on open shelves.

Instruction on the use of the library is given to new students each year. This was formerly done during Orientation Week in September, before the opening of classes. Starting with this present year, this instruction is now being given early during an Orientation course which is offered during the first semester of each year. For the present year, the instruction through the Orientation course did not adequately reach all new students. This fact will be kept in mind when organizing and improving the Orientation course for future years.

In order to stimulate interest in good reading and good habits of leisure-time reading, the library displays poster announcements of books of general interest which have been acquired. It also has in the current periodical area a number of good magazines of general interest. The newspapers also serve for leisure-time reading. Because of cramped space, the poster displays of the library have not been as effective as they might be. This deficiency should be remedied by the expansion and remodeling of the library during the summer of 1962.

The librarian is most cooperative in supplying the library needs for the academic departments of the college. The procedure for acquiring library books needed by departments has already been outlined. When books are received, the librarian immediately notified the department requesting the books, that they are available for examination. Every month also the librarian distributes to the faculty a mimeographed list of all accessions for the past month. A section of shelving in the main reading room is kept as a Reserve Shelf for faculty members who wish to have books on reserve for the use of their classes. Some abuses have occurred in the use of the Reserve Shelf because of insufficient supervision, but this is being kept in mind in the planning of the new facilities for the library.

The library provides only limited services in the area of audio-visual aids. This is partly due to lack of space and to insufficient staff. It is partly due also to the fact that customarily some departments have maintained their own audio-visual equipment. The area of audio-visual aids is one which needs further investigation.

An Inter-Library Loan Service is maintained by the library, although the proximity to the campus of a number of good libraries has the effect of reducing the use of this service. Each year however there has been some call for this service. Sixteen books were received through this service in 1957-58, eleven books in 1958-59, fifteen books in 1959-60, nine books in 1960-61, and sixteen books during the first semester of 1961-62.

The College Bookstore has recently become an ally of the library in making good books easily available to the college community. The bookstore began recently to place on open-shelf paperback reproductions of a number of good books. An encouraging number of students and faculty have been buying these paperback editions for their own libraries.

LIBRARY USE

Some indication of the use of the library by students is given in Table 32. The statistics there given compare unfavorably with similar statistics for colleges in general, and it must be admitted that there is need for improvement in the area of student use of the library. Both the faculty and administration are greatly concerned about this problem, and a gradual improvement is evident from the statistics themselves.

Table 32. STUDENT USE OF LIBRARY

College Year	Equivalent No. of Full-Time Students*	Two-week withdrawals		Over-night (reserve book) withdrawals	
		No.	No. per student	No.	No. per student
1959-60	459	5,341	11.6	1,047	2.3
1960-61	517	7,494	14.5	1,716	3.3
1961-62	585	8,605	14.7	-----	---

(*The figures given are the averages of the figures for the two separate semesters.)

However there are several points which should be kept in mind when interpreting the data in Table 32. Even until late in 1961-62, it had been the policy to allow instructors in several departments to take out a number of books from the library, and then make them available for student use in a departmental office. Students were allowed then to use the books and no record was kept of such use in the library. Then the fact that many of the students live also in dormitories makes it not uncommon for one student to check out a book, and then have it used by several students in the dormitory. Students living on campus also tend to use books in the library itself more than otherwise. Another factor to be considered is the number of libraries in the vicinity, and students do make use of these other library facilities, especially students from Chicago. Again, a fairly large segment of the student-body have been in an Industrial Arts program, which did not require as consistent use of the library as do other programs. And also, with no formal summer session, there was practically no student use of the library during the summer.

These are some of the factors which have bearing on any use of the statistics in Table 32. There is one other factor which should be mentioned, since for a time it has acted as a deterrant to the use of the library. This is the fact that abuses of library privileges had been not uncommon until recently. Books would sometimes disappear from library shelves without being checked out, and books which were checked out were sometimes kept long over-due. As a result other patrons would often find missing, books which they wished to consult. During the past year [illegible] buses have largely disappeared, since the administration has [illegible] upport to the librarian in enforcing library policies and r[illegible]

It is difficult to g[illegible] atistics to show faculty use of the library. A number of [illegible] entioned concerning student use of the library would be op[illegible]ve in the case of the faculty also. For example, a number of the faculty live on the campus, as is the case with students. There are two further factors also. The first is that there is no two-week limit on faculty withdrawals. A faculty member may have use of a book for months at a time, unless there is special call for it; yet this is counted as one withdrawal. A second factor is that faculty members may use a new book before it is completely processed. Since a withdrawal card has not yet been supplied for the book, this withdrawal does not appear recorded on the card.

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CHAPTER VIII

STUDENT PERSONNEL SERVICES AT LEWIS COLLEGE

Relation to the Total Educational Program of the College

Admission of New Students

Orientation of New Students

The Counseling of Students

Campus Religious Life

Housing and Boarding

Student Discipline

Health Service

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Student Activities

Placement

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CHAPTER VIII

STUDENT PERSONNEL SERVICES AT LEWIS COLLEGE

RELATION TO THE TOTAL EDUCATIONAL PROGRAM OF THE COLLEGE

As is stated in an earlier chapter, Lewis College aims at the intellectual, religious and moral, and social development of its students. This broad aim of Christian education cannot be achieved through any program which is limited to formal classroom instruction and private personal study. Every experience which a student has and every activity which he engages in will affect his educational growth. This educational growth does not take place in an intellectual vacuum, but rather in a particular environment, and it is affected by this environment. It is then the concern of Lewis College to provide the services, activities, and environment which will facilitate the educational growth of the student.

Some of the services provided are a necessary and integral part of the total program for achieving the aims and objectives of Lewis College. Such for example would be most of the religious services. The aims and objectives relative to religious and moral development could not be adequately achieved without the provision of these services. Other services might not be a necessary and integral part of the educational program when considered abstractly, but become necessary because of the particular situation and setting of the College. Such for example would be the housing services. It is conceivable that if the College were in a different location and had a different clientele, the provision of housing for students might not be necessary or desirable. However, the College recognizes that these services also, once provided, can and should be so administered as to contribute to the educational development of the student.

While the College in all of its educational program tries to emphasize the student as an individual rather than as a member of a group, this is especially the case in the area of student personnel services. Thus for example while student problems tend to follow general patterns, it is recognized in the counseling services that for the individual student there is a certain uniqueness about the problems he faces. Similarly in the area of student activities, it is recognized that student interests differ and that a variety of activities must be provided to take care of this diversity of interests.

The administrative organization for the area of student personnel services was described in Chapter III. The Dean of Students has the general responsibility for the proper functioning of these services. Several of these services do not fall under his direct line of responsibility, but in these cases he has a close staff relationship.

ADMISSION OF NEW STUDENTS

Much effort has been made in recent years to give an accurate picture of the program and opportunities at Lewis College to prospective students, their parents, and high school guidance officials. At present a full-time Director of High School Relations devotes his time to the responsibilities that this entails. Throughout the course of the year he visits many high schools, and explains the program of Lewis College to the guidance officials. He also interviews at the high schools those students who express an interest in the College. These interviews are in the nature of counseling interviews rather than recruiting efforts. The Director of High School Relations also represents Lewis College at the various College Nights which are sponsored by high schools. On occasion, he is assisted in this task by qualified faculty members of the College, particularly when conflicting dates are involved. Catalogues and descriptive brochures are made available for the further information of those interested. Selected high school guidance personnel are invited to the College for a dinner meeting in the late spring, so that they might obtain first-hand information about the aims and objectives, and the offerings of the College.

Periodically newsletters are sent to prospective students to acquaint them with the activities at Lewis College, and these students are invited to visit the campus, either with their parents or with other students. The Director of Admissions is available for consultation on the occasion of such visits. When necessary, he has assistance from other faculty members or administrators. Since many interested parties find it convenient to visit the campus only on week-ends, a representative of the College is available at these times for consultation.

Candidates for admission directly from high school must graduate from an approved high school with satisfactory attainment in at least fifteen units of study, of which at least three must be in English and seven others from the fields of modern or classical languages, mathematics, science, or social studies. Except for this general requirement, no set pattern of high school courses is required. There is a specialized requirement in high school mathematics however for those applicants who wish to enter curricula involving considerable college mathematics.

Until recently there was no stated requirement relative to rank in the high school graduating class. However, upon consideration during the course of the Self-Study, this did not seem justifiable in view of the types of programs offered by the College. It was decided to require that an applicant for admission must rank in at least the upper two-thirds of his high school class. There is provision for admitting applicants who do not so qualify, if there is special evidence showing promise that they will do satisfactory work in their chosen program at Lewis College.

Applicants for admission must also present evidence of satisfactory health. They are required to undergo a physical examination by a qualified physician, and to have the results of this examination sent to the Director of Admissions, using a form provided for this purpose by the College. All entering freshmen are also required to take the tests of the American College Testing Program, and to submit the scores on these tests to the College. No minimum score however has been set as a requirement for admission. The requirement of these tests was made by the College only about a year ago, and there is not yet sufficient data to determine their predictive value for success at Lewis College. As a part of the services of the American College Testing Program, the College will receive correlation studies comparing the success of Lewis College students in their various college programs with the scores on the A. C. T. tests. In conjunction with this, the College will conduct correlation studies involving rank in the high school class and grades at Lewis College. On the basis of these studies the present admissions policies may be modified in the future.

Applications for admission may be made on the basis of six semesters of high school work. Applicants who at that point are in the upper-half of their high school class are granted tentative admission. This tentative admission becomes valid however only after the student has completed all of the requirements for admission outlined above.

Students who have taken courses at other colleges are admitted, provided that they were in good standing (both academic and disciplinary) at the time of leaving the former college. Normally such students are required to have maintained at least a C average at the former college. It is also required that college work completed elsewhere is applicable towards completing the curricular requirements of Lewis College.

The admissions policies are administered by the Director of Admissions. He has the assistance of a Committee on Admissions, which passes judgment on any cases where some doubt is involved. Normally also, recommendations for change in policies arise in this committee, and are then presented to the Committee on Educational Policies.

The admission procedures and forms were revised as a result of a study during the past year. The purpose of the revision was to make the procedures less cumbersome, and at the same time to obtain adequate information to enable the college to make a valid judgment on the qualities of the applicant, and to counsel him intelligently when he is admitted.

ORIENTATION OF NEW STUDENTS

The orientation program at Lewis College is organized to assist the student to deal with the new experiences and problems which entering college entails, in a way which will make these experiences contribute more completely and effectively to his educational development. More specifically it is organized to assist the student to arrive at a clearer understanding of the nature and purpose of education at Lewis College, to establish a hierarchy of values relative to the various aspects of college life, to develop right attitudes of mind and effective habits of work, to gather useful information concerning the student, and to make it available to those who can use it to assist the student.

The organization and functioning of the orientation program is the direct responsibility of the Director of Counseling who for this purpose works in close cooperation with the Dean of Students, the Dean, the Director of Admissions, and several other administrators. While it is recognized that the continued orientation of students to college life and study requires the attention of the faculty throughout the full four years, the formal program of orientation is aimed at the new students entering college as a freshmen, because of the special problems they face.

The first phase of the program for the orientation of new students to college life begins after the student has been formally accepted for admission but before the actual opening of the college year. Some of this is done through correspondence, but to a considerable extent it is done through personal interview with a representative of the college, in some cases at the high school and in other cases on the college campus. A fairly large number of the students admitted find it convenient to visit the campus for an interview and a discussion of life at Lewis College, and they are invited to do so. Special days for this purpose are scheduled at intervals throughout the summer. The particular purposes which the College has in mind for this pre-college orientation are: 1. To inspire in the student as early as possible those attitudes which are necessary for and conducive to success in the College; 2. To supply information which the student should have before or at the time of arrival on the campus; 3. To obtain information about the student which will be useful in assisting him to adjust to college life.

The second formal phase of the orientation program is called Orientation Week, and occupies about three days prior to the opening of classes. The purposes in mind for Orientation Week are the following: 1. To make the student feel at home in his new surroundings, that he "belongs;" 2. To establish an attitude of earnestness towards college life; 3. To give the student an opportunity to become reasonably well-acquainted with Lewis College, the campus, facilities, regulations, etc.; 4. To obtain further information about the student, which will assist the faculty and counselors in working with him; 5. To initiate the college program: initial meeting with counselor, registration, commencing of classes, etc. The activities of Orientation Week include convocations, religious activities, social activities, tours of the campus, recreational activities and entertainment, counseling appointments, administering of tests for certain groups, and an informal picnic lunch at which new students have the opportunity to meet faculty members and administrators informally. Members of the faculty and of the administration, as well as student officers, cooperate and assist in the events of Orientation Week. The program is reviewed each year with the intention of insuring that all of the events scheduled are meaningful, and that the activities are so spaced that the students time will be sufficiently occupied but not overcrowded.

The third formal phase of the orientation program is the Orientation Course. This course was first offered in September, 1961, on an experimental basis. It met for two hours per week for the greater part of the first semester. It was limited to slightly over one-third of the entering freshman class. The success of this experimental venture was such that in September, 1962, the course will be extended to include all of the entering freshmen. A number of the faculty will participate, giving the course to sections of about thirty students. The purposes set up for the course are: 1. To instill in the new students the feeling of being an integral part of the college community; 2. To develop an understanding and appreciation of the nature of an educated man; 3. To study modes of behavior which lead to becoming an educated person and to doing good college work; 4. To develop the ability to concentrate and reduce fatigue; 5. To consider some personality characteristics which handicap the student, and ways to change them; 6. To deepen and broaden the student's understanding of himself. Topics are selected for explanation, discussion, and study with these purposes in mind.

There are two phases of the orientation program which are less formalized than the three just described, but which are nevertheless important. And these are the contributions which can be made by the teachers of freshmen classes and the freshmen counselors. To complement the work of the Orientation Course, it is planned for September, 1962, to hold periodic meetings of these teachers and counselors to discuss what is being done by way of formal orientation, so that the same points can be emphasized and supplemented in other classes and in the counseling interview. On one of the important points of orientation, the purposes of college education, a survey of students indicates that in their judgment they receive most help on this through college sources. This is shown by the data in Table 33.

Table 33. SOURCES WHICH HAVE HELPED LEWIS COLLEGE STUDENTS OBTAIN AN UNDERSTANDING OF THE PURPOSES OF COLLEGE EDUCATION (FOUR HUNDRED AND ONE STUDENTS SURVEYED, JANUARY, 1962)

Sources of Help	Number of Students Who Received Help From This Source
Faculty of My Department	196
Fellow Students	192
Parents or Family	181
Faculty Counselor	177
High School Teacher	174
Other College Faculty	132
Orientation Program	100
College Catalogue	100
Campus Organizations	53
College Administrator	31

THE COUNSELING OF STUDENTS

The Counseling Program is designed to provide assistance to students on an individual basis in the solution of problems they meet during the course of their college years. The program is directly under the supervision of the Director of Counseling. A faculty counselor is appointed for each student. The counselor is usually chosen from the department of the student's major, although the student is allowed a choice if he so wishes. Faculty counselors are chosen on the basis of their ability and willingness to deal with students sympathetically and understandingly on an individual basis. These qualities are now given serious consideration in the case of applicants for faculty positions. A student is free to consult other members of the faculty besides his faculty counselor. Students do this especially for problems connected with their course work.

Besides the faculty counselors there are also more specialized personnel to whom students can be referred. These include the Chaplain, The Director of Counseling, the college physician, the Dean of Students, the Business Manager, the Dean of the College, the Director of Placement, and the Registrar.

Responses to a survey of freshmen and sophomores indicate that students for the most part find their faculty counselors available for consultation, and that they have the opportunity for individual help from their instructors, in difficulties pertaining to course work. This is shown by the data in Tables 34 and 35.

The College recognizes that there is considerable to be done by way of improving the counseling program. The Director of Counseling is at present carrying too heavy a teaching schedule to allow him to devote sufficient time to the organization and administration of the Counseling Program. The administration has this in mind and plans to alleviate the situation. A second weakness is that there is not sufficient being done by way of in-service training of the faculty counselors. A start in this direction was made in the spring of 1961, when a Handbook for Faculty Counselors was prepared and distributed to the counselors. However, plans are being formulated for a series of meetings of the faculty counselors in which student problems will be discussed, together with the helps that the counselor can provide in solving these problems. On the other hand, the College recognizes also that there is a good deal of informal counseling taking place because of the cordial working relations between students and faculty. This the College intends to foster.

Table 34. AVAILABILITY OF FACULTY COUNSELORS (SURVEY OF JANUARY, 1962)

Counselor is Available	Responses of Freshmen	Responses of Sophomores
Most of the time	149	66
Some of the time	36	7
Rarely	11	4
Never	2	0
Total	198	77

Table 35. OPPORTUNITY FOR INDIVIDUAL HELP OUTSIDE OF CLASS (SURVEY OF JANUARY, 1962)

Individual Help Available From:	Responses of Freshmen	Responses of Sophomores
All instructors	85	22
Most instructors	56	19
Some instructors	51	33
No instructors	6	3
Total	198	77

STUDENT ACTIVITIES

Under this heading are included those more or less formally organized student groups, clubs, and activities, approved by the College, and in which students engage outside of the instructional program. They are often called extra-curricular and (or) co-curricular activities. These activities are regarded as an integral part of the educational program of the College. They have a two-fold purpose. The first is that they assist directly in creating an atmosphere favorable to classroom instruction and study, in fostering a wholseome morale, and in creating a spirit of community. The second and more fundamental purpose of student activities is that they complement the instructional program, supplying opportunities for educational development which direct instruction cannot provide. Approval of student activities is based on whether or not they contribute to the achievement of these purposes.

The program of student activities is under the direct supervision of the Dean of Students, with the Student Government also playing an active role. For each activity a faculty advisor is appointed, and in the selection of the advisor, his interest and his ability to deal informally with students is taken into account, as well as the time he has available from other duties. Funds of student organizations must be deposited with the Business Manager of the College, and are subject to audit by him.

There are certain general principles which the College believes must be adhered to if the values of student activities are to be achieved. The first of these is that while the administration and faculty must reserve to itself final control over any action of a college group, student initiative and responsibility should be encouraged to the greatest possible extent. The over-all control by the College should be exercised largely by guidance rather than by direct action. This defines the role of the faculty advisor.

A second principle is that the program of student activities should always be considered in relation to the whole educational program of the College. It should not be regarded as something unrelated to the instructional program, but as complementary to it. It has a definite place in the educational program, but this place should not be over-emphasized or under-emphasized. Over-participation or under-participation by individual students is to be corrected for the most part by faculty counseling.

A third principle is that a student activity must be judged primarily by its contribution to the educational growth of the student. It may have other values--publicity, financial gains, development of specific skills--but these are secondary. The primary consideration is the contribution to the educational growth of the individual student and the educational life of the campus.

Student activities which have been in operation, 1961-62, are listed below. A number of them sponsored social, recreational and cultural programs for the whole student body.

Supervisory:	Student Court
	Student Senate
Class:	Senior
	Junior
	Sophomore
	Freshman
Departmental:	Biology Club
	Commerce Club
	Foreign Language Club
	History Club
	Physics Club
	Student Education Association
Music:	Vocal Ensemble
	Liturgical Music
	Instrumental Ensemble
Forensic:	Drama Club
Athletic:	Lettermen's Club
Religious:	Young Christian Students
	Servers' Club
Publications:	The Shield
	The Beacon
General:	Alpha Phi
	Inter-Club Council
	Lambda Kappa Chi
	Off-Campus Club

In the area of athletic activities the College sponsors intercollegiate teams in basketball and baseball, and in the minor sports of golf and track. It also is developing a strong program of intra-mural sports. Students living on campus have been quite active in this program. To a lesser extent, students living off-campus have engaged in it.

The present program of student activities needs further study, and there are areas that need improvement. For a Catholic college, there is need for greater emphasis on activities that are of a religious nature. The eligibility requirements might warrant modification to distinguish between those activities in which the student represents the College in public, and those in which he does not. Further studies of student participation in activities should be made, and of the relation of over-participation and under-participation to college grades. Care should be taken that organizations and activities carry only active members on their lists--those who attend meetings regularly and take part in the events of the organization. Faculty advisors for activities should be given more in the line of in-service training relative to the purposes of the activity, and to the role of the advisor of an activity.

CAMPUS RELIGIOUS LIFE

The religious and moral development of the student is an important part of the aims of Lewis College. All aspects of the College program, including the instructional and the activities programs, have contributions to make, directly or indirectly, to the achievement of this objective. However the College also provides a definite program of religious services with this aim in view. Students are not required to participate in these services, but every effort is made to encourage students to take advantage of these opportunities available on the campus. Catholic students who remain on campus over week-ends are expected to attend Sunday Mass in the college chapel, since Church law requires Catholics to attend Mass on Sundays.

The sacrifice of the Mass has always been offered on the campus daily. During the present year, this has taken place in the late afternoon as well as in the morning. The effect has been to increase student participation considerably. In conjunction with the Mass, opportunities are provided for the reception of the sacraments, and these are made use of by students.

Throughout the course of the college year other religious services are scheduled according to season and feast-day. Thus Lenten services are scheduled in the evenings during Lent. There are also more informal devotions scheduled by student groups, such as the public recitation of the rosary in certain halls of the dormitory. As a continual reminder of the presence of God all classes begin and end with a brief prayer.

One religious event of the year which is required of all students is a three-day retreat. The College schedules such a retreat during the first three days of Holy Week. However, students are permitted to substitute for this College sponsored retreat, a three-day closed retreat at one of the Retreat Houses of the area. Because of the greater opportunity for personal thought and prayer which a closed retreat provides, a number of students make this arrangement.

The Chaplain or his assistant is available daily for personal consultation by students. At present the Chaplain and assistant do not reside on campus, but a short distance away in the city of Joliet.

All of the religious services and devotions which have been discussed here are concerned with the Catholic student. No attempt is made to require or to encourage the non-Catholic student to participate in these services and devotions. This does not however imply that they would be unwelcome. Non-Catholic students are encouraged to attend services in churches of their own faith. They do meet with motivation towards high moral principles in many of their classes and in the general atmosphere of the campus.

HOUSING AND BOARDING

Lewis College provides housing on campus for approximately half of its students. In the past, this housing was in a main dormitory, called Sheil Hall, in several apartment-type barracks buildings, and in several other buildings on campus. By September of 1962, the newly constructed dormitory facilities will be completed and all campus housing will be limited to Sheil Hall and the new dormitory. All rooms in the new dormitory are two-man rooms. In Sheil Hall, some rooms have housed three or even four students. There will however be only two students assigned to these rooms in the future.

Students may express preference in the selection of room-mate and the location of their room in the dormitory. Insofar as is feasible such requests are granted. For the next college year, sophomores, juniors and seniors will reside in the new dormitory, while freshmen for the most part will be housed in Sheil Hall. A limited number of students live off-campus, but not at home. This is permitted if the students have the permission of their parents, and if they live in college-approved housing.

The dormitories are supervised by the Dean of Students and one other Christian Brother. They are assisted in the details of this supervision by twenty upper-classmen who act as Hall Proctors. Hall Proctors are given full instruction on their duties and responsibilities. A tradition of quiet is being established in the dormitories so that study can be carried on there without distraction.

The College Cafeteria provides meals for all resident students. It also provides the noon-meal for a number of commuting students. There is a snack bar in the student lounge where light refreshment can be obtained between meals.

The dining facilities are under the direct supervision of the Director of Dining Services, who reports to the Business Manager and the Dean of Students. Plans are already formulated for the expansion of the cafeteria in the near future.

STUDENT DISCIPLINE

Included among the aims of Lewis College is that of fostering in the student a virile self-discipline. This aim the College tries to make effective in the policies governing all areas of college life.

Academic discipline is the responsibility of the Dean of the College. Through the orientation program, classroom instructors and counselors, the College tries to inspire in the student that self-motivation which is necessary if his college work is to be successful. Students who are doing unsatisfactory work are warned and counseled by the faculty counselor, the Director of Counseling, and (or) the Dean. Parents also are notified of the situation and are told what, in the judgment of the College, are the reasons for the unsatisfactory work. A limited number of students are refused re-admission at the end of a semester because of failure to show promise of future success in college.

Discipline in other areas of campus life is the responsibility of the Dean of Students. In establishing policies for these areas, the good of the individual student and his progress in self-discipline is kept in mind as well as the good of the whole college community. Both of these are considered important. The College recognizes also that as a general rule misconduct is due to faulty attitudes, and tries through counseling and by a favorable campus atmosphere to bring students to adopt right attitudes towards behavior.

The College makes every effort to inform students of the disciplinary policies of the College and of the reasons for them. The Student Handbook is published and distributed to all students with this in mind. These policies are also discussed at meetings with students in large and small groups. It also comes up in individual conference with students.

When serious cases of misconduct occur, the matter is brought before the Committee on Discipline, which is composed of faculty members and students. This Committee in its decisions tries to protect the rights of the student involved in the misconduct as well as the rights of the college community. The student is invited to appear before the committee to present any considerations he thinks pertinent. He may also ask his faculty counselor to appear before the committee.

The condition of student morale on a college campus is an excellent indicator of the fairness with which policies relating to student discipline are determined and administered. This would indicate a favorable situation at Lewis College since student morale is quite good, and the relations of students with faculty and administration are characterized by cordiality and mutual respect. In order to maintain good relations between students and faculty, a Committee on Student-Faculty Relations was established in September, 1961. This Committee is appointed by the President, and members are chosen from the administration, faculty, and student officers. It is not a legislative or administrative committee, but can make recommendations to administrators and other committees. The committee helps to foster a community spirit by effecting a common understanding of the views and problems of all campus groups. It also serves to educate the student body in the aims of Lewis College and the reasons for policies and procedures, and it enables the faculty to take into account student opinion and judgment in the adoption of policies and procedures.

HEALTH SERVICE

A physical examination is required of all students at the time of their entrance to Lewis College. The physical examination is given by the student's family physician, who certifies his findings on a special form provided by the College. Students who participate in inter-collegiate athletics undergo a physical examination each year by the college physician.

A medical service is maintained on campus throughout the college year to take care of minor illnesses and accidents. A first-aid room for this purpose is located in the Student Center. The College does not maintain infirmary or hospital facilities.

The college physician is always on call from nearby Lockport. He is summoned in more serious cases of illness and injury. In some cases he recommends that the student be taken home (almost all students live within a two-hour drive from the college); in some cases he recommends hospitalization. Two hospitals are located in nearby Joliet, and others are not far distant.

An insurance plan for illness and injury is available through the College on a voluntary basis.

FINANCIAL AIDS TO STUDENTS

Chapter II described the student body at Lewis College and pointed out that for the most part they come from families of limited means. A large number of them are obliged to work during the summer and (or) part-time during the college year to meet the costs of their education. For this reason the fees charged by the College have been kept as low as is consistent with efficient operation. Besides this the College does grant a restricted amount of financial aid to needy students in the form of scholarships, loans, part-time student employment, and grants-in-aid.

The scholarship program was revised in 1960. At that time it was determined that a maximum of twenty full tuition scholarships would be made available to incoming freshmen. These scholarship awards would be chosen by the Committee on Financial Aids, on the basis of scholarship, leadership, character, and need. The scholarships are renewable from year to year on the same basis, the maintaining of a B average being a minimum requirement. These Lewis College scholarships are included in the general operating expenses of the College.

Some students have tuition scholarship awards from the State of Illinois. In the past these have been granted at entrance to college and were renewable on the basis of a certain minimum performance in college. During 1961-62, this Illinois program was extended to include new grants available to upper-classmen who had not previously held Illinois scholarships.

These are the main scholarship awards available at Lewis College. There are two other scholarships from outside sources: a Knights of Columbus scholarship and an Alumni scholarship. The number and amounts of these scholarships for the year, 1961-62, is given in Table 36.

Table 36. NUMBER AND AMOUNT OF SCHOLARSHIP AWARDS, 1961-62

Class	Type of Scholarship Lewis College No.	 Tot. Am't.	 Illinois No.	 Tot. Am't.	 Other No.	 Tot. Am't.
Freshman	12	$7,200.00	4	$ 900.00		
Sophomore	5	$2,700.00	2	$1,050.00	2	$1,200.00
Junior	7	$3,900.00	6	$3,150.00		
Senior	5	$2,700.00				
Total	29	16,500.00	12	$5,100.00	2	$1,200.00

Lewis College does not have a loan fund of its own. It participates however in two loan funds for college students. One of these is the Merritt Credit Bureau Foundation, and nine students received loans from this source during the present year for a total amount of $5,300.00. The second source is the loan fund made available by the National Defense Education Act. Thirty-six students received this type of loan for a total amount of $22,915.00. Tuition Plan, Inc., provides what amounts to short-term loans. A number of students make use of this convenient method of deferred payments.

The number of part-time employment facilities which the College can provide to students is limited. The types of employment include residence hall proctors, campus and traffic police, student laboratory and library assistants, clerical work, refereeing intra-mural games, etc. During 1961-62, eighty-eight students held such types of employment for a total of about $32,300.00. Of these eighty-eight students, twenty-three were engaged in varsity athletic activities and three in music activities.

Grants-in-aid are extremely limited, and are granted only by the President of the College. For the current year, two students were given such grants, the amount totaling to $900.00.

PLACEMENT

Lewis College believes that the seeking of employment placement is primarily the responsibility of the student, but that this is an area in which the College can give the graduate and former student valuable assistance. In other words, the College does not accept the responsibility of guaranteeing that it will place every graduate in employment, but it does accept the responsibility of preparing its students to qualify for various employment opportunities, and of establishing contacts which will enable graduating students to get in touch with employment opportunities.

An efficient Placement Service is in operation on the campus. This service provides for students information about employment opportunities and what is required to qualify for these various opportunities. The service brings to the campus throughout the year, and especially during the second semester, personnel officers from a large number of business and industrial firms, and schedules interviews with these officers for interested students. Students are also given suggestions on an individual basis on how to conduct themselves in an employment interview. The Placement Service includes also the employment of prospective teachers. The large majority of seniors make use of this service.

The placement of graduating students in graduate and professional schools is handled for the most part by department chairmen. Information about opportunities in these schools, and about scholarships and fellowships, is available also in the office of the Director of Counseling. The number of graduates making use of the opportunities in graduate and professional schools is gradually growing.

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CHAPTER IX

BUSINESS AND FINANCIAL OPERATION OF LEWIS COLLEGE

Organization for Business Administration

Accounting Policy and Procedures

The Budget

Purchasing

Income

Expenditures

Comparative Study of Expenditures

Debt of the College

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CHAPTER IX

BUSINESS AND FINANCIAL OPERATION OF LEWIS COLLEGE

ORGANIZATION FOR BUSINESS ADMINISTRATION

The business administration of Lewis College centers in the office of the Business Manager, and is his immediate responsibility. The Business Manager is directly responsible to the President of the College, although he has staff relationship with other administrative officers. He acts as the centralized purchasing agent of the College; he must collect all college revenues, he keeps all accounts, he pays college bills when they are due, he takes the initial steps in preparing the annual budget, and he administers the approved budget, keeping purchases for departments within prescribed appropriations.

ACCOUNTING POLICY AND PROCEDURES

All accounting for the College and its auxiliary enterprises is handled by the Business Office of the College, under the direct supervision of the Business Manager. Accounting records are maintained on the double entry accrual system of accounting. This system was chosen principally because of its advantages in controlling the auxiliary enterprises, which provide a very substantial income and subsidize a large portion of the educational deficit each year. The accrual system has also provided accurate monthly financial statements and budgetary control that the cash system does not permit.

All transactions are recorded as they occur, including all accounts receivable and accounts payable. Receivables are controlled by the voucher system. All cash is received and controlled by a head cashier who is responsible for daily deposits and the proper recording of all cash. Disbursements are controlled by supporting documents which include a requisition approved by the appropriate department head, a purchase order issued by the Business Office, a receiving ticket issued by the receiving department, an invoice agreeing with the with the purchase order, and final approval by the Business Manager.

Reports are prepared each month for analysis. These reports include: 1. A budget progress report; 2. A balance sheet; 3. A summary of revenues and expenses; 4. A statement of auxiliary enterprises; 5. Other analyses as needed.

THE BUDGET

The preparation of the budget for any college year begins in the early winter of the previous year. On forms provided by the Business Manager, the various college departments submit at that time a statement of their needs for the following year. These requests are analyzed and incorporated into an original budget draft. The original draft includes all estimated income and detailed departmental expenses, and is presented in the same form as any final budget. In this draft, income from tuition and other student fees is based on the projected enrollment for the coming year. Preliminary corrections are made, and the result is presented to the President of the College.

The President, the Dean, and the Business Manager meet to review all of the needs of the College, including possible building or expansion programs. Additions or deletions are usually made at this time. The President presents the final draft of this budget as his recommendation to the Board of Trustees at its March meeting. After the Board has approved the budget, the President notifies all concerned of the budget stipulations. The budget is recorded, not as a part of the accounting system, but as a memorandum entry on each expense and income account card. The budget as a whole is filed, and is used in making regular reports of progress.

The budget is again reviewed in late September after registrations are completed and there is more accurate information on expected income and expenditures. If it is necessary to make revisions of the budget at that time, these revisions are presented for approval at the fall meeting of the Board of Trustees.

The control of the budget is the responsibility of the Business Manager. Expenses are incurred in the budget of a department only with the approval of the department head. As long as the budget is not exceeded, there is ordinarily no refusal of a request of the department head. Such requests are approved and carried out by the Business Manager. Expenses or requests of an unusual nature, or that may be in excess of budget allotment, are referred by the Business Manager to the President of the College.

PURCHASING

Purchasing for the College is done by the Business Manager on the basis of the lowest cost for acceptable quality. Where feasible, purchases are made on a bid basis, and the advantages offered by group purchasing agencies, such as the La Salle Procure of the Christian Brothers, are taken into account. Where quality and price are equal, purchases are distributed locally.

Requistions for purchases are made by departments on forms supplied by the Business Office. Such requests are checked against the budget to make sure that the balance in the departmental budget is adequate to cover the expense of the purchase. When a requisition has been approved, copies of the purchase order are prepared and distributed as follows: the supplier, the Vouchers Payable Department of the Business Office, the department placing the order, the Purchasing Department of the Business Office, and the Receiving Department (two copies).

INCOME

All income for the College is collected by the Business Manager. In the case of charges to students, all tuition and other fees for a semester must be paid in full at the time of registration, or be covered by one of the student financial aid programs described in Chapter VIII. The College does not of itself offer a deferred payment plan, but makes such a plan available to students through Tuition Plan, Inc.

The major source of income for Lewis College is in the tuition and fees paid by students. The second largest source of income is the endowment provided by the Christian Brothers who are members of the Faculty, and receive only living expenses for their work. This source will increase annually for some years, since the number of Christian Brothers on the Faculty will gradually increase. The total income of Lewis College for the years ending May 31, 1959, 1960, and 1961 is given in Table 37.

Table 37. INCOME OF LEWIS COLLEGE FOR 1959, 1960, 1961

Year ending, May 31	1959	1960	1961
I EDUCATIONAL and GENERAL			
Student Fees	$272,944	$288,068	$380,233
Government Appropriations	0	0	0
Endowment Income	202,720	80,000	39,474
Gifts and Grants	19,335	1,129	6,400
Other	4,834	12,564	13,964
Total	$499,833	$381,761	$440.071
II AUXILIARY ENTERPRISES	474,861	460,185	530,869
GRAND TOTAL	$974,694	$841,946	$970,940

The educational and general income per equivalent full-time student for the year ending May 31, 1961, was $830.32. The number of full-time equivalent students for that year was 530, taking into account the 1960 Summer Session students as well as those for the two semesters of 1960-61.

EXPENDITURES

The annual expenditures at Lewis College are given in Table 38.

Table 38. EXPENDITURES AT LEWIS COLLEGE

Year ending May 31	1959	1960	1961
I EDUCATIONAL and GENERAL			
General Administration	$ 51,212	$ 52,711	$ 63,996
Student Services	19,168	25,463	23,414
Staff Benefits	9,104	12,314	8,061
General Institutional	28,286	23,047	38,132
Instruction	167,766	200,506	193,498
Organized Research	1,000	352	283
Library	22,464	19,859	21,473
Operation and Maintenance	124,030	122,719	94,975
Other	4,686	8,263	8,856
Total I	$427,716	$465,234	$452,688
II OTHER			
Auxiliary Enterprises	343,160	376,839	372,926
Student Aid	41,323	34,199	38,615
Other	1,032	3,218	0
Total II	$385,515	$414,256	$411,541
GRAND TOTAL I and II	$813,231	$879,490	$864,229

The educational and general expenditure per equivalent full-time student for the year ending May 31, 1961, was $854.13. The number of equivalent full-time students was determined as in the previous section.

COMPARATIVE STUDY OF EXPENDITURES

The percent of the educational and general expenditures for the year 1960-61 which was devoted to each of the sub-categories is given in Table 39.

Table 39. COMPARATIVE STUDY OF EXPENDITURES, 1960-61

Name of Account	Amount Expended (Lewis College)	Percent of Total
General Administration	$ 63,996	14.1
Student Services	23,414	5.2
Public Services	8,061	1.8
General Institutional	38,132	8.4
Instruction	193,498	42.7
Organized Research	283	0.1
Libraries	21,473	4.7
Operation and Maintenance	94,975	21.0
Other	8,856	2.0
Total	$ 452,688	100.0

DEBT OF THE COLLEGE

Current Debt.

The only outstanding current debt of the College is with the Chancery Office of the Joliet Diocese. The principal sum of $90,000 is still owing, which is payable in nine years at $10,000 per annum, plus five percent interest. This indebtedness represents the financing of the Technical Institute Building which was destroyed by fire, January 16, 1962. Upon receipt of the insurance adjustment on the building fire, this indebtedness will undoubtedly be paid off and will be replaced by at least a partial loan for the new Technical Institute Building.

Prospective Borrowing, 1962-63.

During the fall of 1962 or the spring of 1963, Lewis College will need to borrow a minimum of $400,000 to complete an administration-academic building and a gymnasium. The overall costs of these two buildings are roughly estimated at $700,000. The Lewis Foundation has donated $310,000 for this portion of the building program and has already offered to finance the balance. The repayments on the $400,000 will be provided by private donations and increased income anticipated from the auxiliary enterprises.

Obligation to the Federal Government.

At the present time a bond issue of $760,000 is being negotiated by our College bond counsel, Dallstream, Schiff, Hardin, Waite and Dorschel, 231 South La Salle Street, Chicago 4, Illinois, with the Housing and Home Finance Agency, which is an agency of the federal government. They were the only bidders on this bond issue and will undoubtedly purchase these bonds, which will carry a rate of three and one half percent per annum. The new dormitory and the land will be mortgaged to the United States government for a period of forty years. The annual payment required will be $65 per thousand or $49,400 per year. This indebtedness will be financed by income from the new dormitory plus a portion of the cafeteria net income.

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EXHIBIT B

BALANCE SHEET
OF
LEWIS COLLEGE

April 30, 1962

ASSETS

I.	Current Funds		
	A. General		
	Cash in Bank & Special Reserve		$ 126,560.24
	Petty Cash		1,065.00
	Accounts Receivable	19,590.41	
	Less Reserve for Bad Debts	6,670.75	12,919.66
	Student Loan Fund Advance		4,210.00
	Deferred Scholarship		5,114.69
	Inventories		41,734.04
	Total Current Fund Assets		$ 191,603.63
II.	Plant Funds		
	A. Invested in Plant, Land, Buildings & Equipment	3,306,919.18	
	Less Dep. Reserve	575,071.47	2,731,847.71
	Building Replacement Fund		93,689.77
	Total Plant Fund Assets		$ 2,825,537.48
III.	Agency Funds		
	Cash		12,461.09
	Total Agency Funds		$ 12,461.09
IV.	National Defense Student Loan Fund		
	Cash		587.50
	Accounts Receivable		41,512.50
			$ 42,100.00
	Total Assets in all Funds		$ 3,071,702.20

LIABILITIES

I. Current Fund	
A. General	
Vouchers Payable	$ 22,276.06
Deposits	6,450.59
Building Fund Donations	850.00
Student Loan Revolving Fund	899.64
Taxes Payable - Revere Copper	784.35
Nationwide Food Service	7,373.00
Fund for Tech. Inst. T. C.	484.00
Reserve for Scholarship	210.00cr
Deferred Income	74,873.64
Lewis Scholarship Fund	10,000.00
Total General Current Liabilities	$ 123,781.28
B. Surplus	
Unappropriated Surplus	67,822.35
Total Current Fund Liabilities	$ 191,603.63
II. Plant Funds	
A. Net Investment in Plant	2,735,537.48
Long Term Note Payable-Revere Plant	90,000.00
Total Plant Funds	$ 2,825,537.48
III. Agency	
Student Organization	5,623.39
Aviation Club	126.33
Letterman's Club	272.56
Flying Club	327.14
Yearbook	3,989.68
Traffic Control	2,057.00
Chapel Fund	64.99
Total Agency Funds	$ 12,461.09
IV. National Defense Student Loan Fund	
Student Loan Reserve	42,100.00
Total	42,100.00
Total Liabilities in all Funds	**$ 3,071,702.20**

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CHAPTER X

THE PHYSICAL PLANT

Campus

College Buildings as of September, 1961

College Buildings as of September, 1962
  Additions and Renovations

College Buildings as of September, 1963

Custodial and Maintenance Service

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CHAPTER X

THE PHYSICAL PLANT

CAMPUS

The location and grounds of Lewis College were described in Chapter II. Of the six hundred some acres of property, about one hundred and fifty are in present use. These are kept in good condition, and are well-landscaped with trees, shrubs, flowers, and well-kept lawns. On this area also are the athletic fields, including baseball diamond, tennis courts, out-door handball courts, and intra-mural football field. The main campus roads are of macadam. The College has a very adequate water system including its own reservoir with capacity of 50,000 gallons, and pressure system. During 1961-62, gas lines have been laid, and this fuel will replace oil on the campus. The sewage system has been enlarged and improved, and new electric lines have been laid to take care of the building expansion which is in progress.

The present administration made a thorough inspection of the buildings before taking office in 1960. It was seen then that some of the buildings would soon be inadequate for the growing needs of the College, and that some were in need of renovation. It was decided that a building program should be started as soon as possible. The progress of this program is described in the following sections.

COLLEGE BUILDINGS AS OF SEPTEMBER, 1961

The Academic Building is a two-story brick building built in 1940, and has about 9,300 square feet of floor space. It contains eleven classrooms, three science laboratories, and four faculty offices, and has storage space in the attic. It has a replacement value of $235,449.00. Utilization studies showed that in the fall of 1960 the classrooms and laboratories were used 72.0% of the time throughout the college day, while in the fall of 1961 the percentage for room utilization was 67.2%. The corresponding percentages for student station utilization in the fall of 1960 and of 1961 were 52.2% and

42.1% respectively. The lower figures for 1961 were caused by moving some of the classes related to aeronautics to the newly-acquired St. Joseph's Hall, and some classes in music, art, and speech to the Music-Theatre Hall.

The Lewis Memorial Hall is a brick structure built in 1935, and having a floor-space of 25,000 square feet. It has a replacement value of $330,513.00. It is a combination building, the central part being the gymnasium, and the two wings being the Library and Student Lounge-Snack Bar respectively. Under the gymnasium are athletic lockers and showers, while under the two wings are the library stack-rooms and a bowling alley respectively.

The Sancta Alberta Chapel, a brick structure also, was built in 1954, and has a present replacement value of $224,380.00. It contains 7,544 square feet and a seating capacity of about five hundred.

The Administration-Cafeteria Building is a one-story brick structure with a replacement value of $115,550.00. It has 5,000 square feet devoted to offices and corridor, another 5,000 square feet for cafeteria, and 3,000 square feet used as service area for the cafeteria.

The Theatre-Music Hall has outer walls of asbestos, and was built in 1946 as the Technical Institute. It has an area of 5,592 square feet, and a replacement value of $59,357.00. In 1961 the major portion was converted into a theatre for use in drama, music and speech. The remaining portion became a bookstore. The Music-Theatre Hall has proved very satisfactory to the departments concerned since its arrangement gives flexibility and freedom in the use of it.

The Faculty Office Building is one story and constructed of brick and concrete block. It provides office space for sixteen faculty members.

Sheil Hall is a two story brick dormitory with eighty-six rooms, each for two students. In recent years there has been over-crowding in this building since more than two students were housed in some of the rooms of slightly larger dimensions. This dormitory was built in 1941. It has a floor area of 21,711 square feet and a replacement value of $146,674.00. The condition of the furniture and beds is in general good, with one hundred new study desks added during 1961-62.

Stritch Hall was built in 1957. It has an area of 5,014 square feet and a replacement value of $85,836.00. It was originally built as the residence for the former president of the College. It now serves as a residence for some of the Christian Brother faculty members.

There are six barrack type apartment buildings built in 1947, each having a floor space of 2,000 square feet. and having altogether a replacement value of $105,432.00. They have asbestos shingle siding. They provide apartments for six lay faculty members; the remaining apartments are used for student housing.

There are five faculty homes on the campus. They have two floors, are of brick, and are for lay faculty members. They were built in 1947, each having 2,000 square feet of floor space, and having a total replacement value of $83,797.00.

At the western edge of the grounds was the Technical Institute where the courses in Industrial Arts were offered. This had formerly been a factory building. It was purchased by the College in 1960 and renovated for the new use. This building was destroyed by fire in January, 1962.

There are several other structures on the grounds, somewhat apart from the main campus, but these are not used for collegiate purposes.

COLLEGE BUILDINGS AS OF SEPTEMBER, 1962: ADDITIONS AND RENOVATIONS

Construction on a new dormitory building began in October, 1961. This building is scheduled for completion in July, 1962. It is actually three two-story brick structures connected by an inner porch. It will house 252 students in two-man rooms. It will contain a spacious student lounge. All seniors, juniors and sophomores will reside in this dormitory. The cost of this dormitory will be approximately $760,000. It is financed by F. H. A. loan.

A new gymnasium, with space provided for a student center, will be under construction. Ground-breaking is scheduled for June, 1962, and it is expected that it will be ready for intra-mural use before the following winter is over. The outer dimensions will be 180 feet by 120 feet. The anticipated cost is approximately $300,000. It is being financed by private gift and loan.

A new classroom-administration building will be under construction. Ground-breaking is scheduled for sometime during the summer of 1962. It is to be a windowless-air-conditioned building with minimum outside walls. It is to contain 20,000 square feet of classroom space and 10,000 square feet for college offices, exclusive of maintenance. The ground floor classrooms will contain 1,000 to 1,200 square feet with lecture-type sloping floors. The scheduled completion date is September, 1963. The anticipated cost is approximately $450,000. It is being financed also by private gift and loan.

Renovation of the Lewis Memorial Hall will begin early in June, 1962. All but fifteen percent of the space in this building will be devoted to the Library, as was described in Chapter VII. The expected completion date for this work is September, 1962.

During the summer of 1962, an addition of 2,400 square feet will be made to the cafeteria to serve as a "snack bar" for students. Also during this same period, the barracks apartment buildings which now serve as student residences will be converted to temporary faculty offices.

COLLEGE BUILDINGS AS OF SEPTEMBER, 1963

As of this date the new classroom-administration building will be completed, as well as the new gymnasium. There will be two student dormitories, Sheil Hall and the one now under construction. Lewis Memorial Hall will by that date be the Lewis Memorial Library. The Sancta Alberta Chapel will still be in use, and also the Music-Theatre Hall, Stritch Hall, and the faculty homes. In the summer of 1963, administrative offices will be moved from the cafeteria building, and all of the space in that building will be devoted to dining services. The present Academic Building will still be used by the natural sciences department, and plans will be underway to convert all of the space in that building to use by the sciences department. The interior walls of this building are of the non-supporting type, and hence the space in the building is adaptable to other than its present use.

CUSTODIAL AND MAINTENANCE SERVICE

All custodial and maintenance service of building and grounds is under the direction and supervision of a full-time Superintendent of Buildings and Grounds, who is directly responsible to the Business Manager. He must supervise and delegate responsibilities for all mechanical services, general maintenance services, grounds maintenance, and for special projects as directed by the Business Manager. He must also report on all needs of corrective repair which require major expenditures.

A full-time custodian is employed for each of the major buildings, and a detailed list of their duties and responsibilities is given to them. A maintenance crew also works under the Superintendent of Buildings and Grounds. The result is that the grounds and buildings are in general in good condition and repair.

The College provides and houses the following maintenance facilities: an electrical and plumbing shop, a carpenter's shop, a paint shop, two deep wells with pumping stations, a central heating plant which serves most campus buildings, a warehouse-garage for storage of supplies and equipment, two smaller garages, a fuel supply station, and several smaller storage units. The Superintendent of Buildings and Grounds and the Property Custodian share an office in the buildings which house the maintenance shops.

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CHAPTER XI

THE PRESENT AND THE FUTURE

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The Role of Lewis College
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The Curriculum
Instruction
The Library
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CHAPTER XI

THE PRESENT AND THE FUTURE

INTRODUCTION

The first ten chapters of this Report have attempted to give a factual account of the self-study in which the Lewis College faculty and administration have been engaged during the past two and one-half years. This account has described the successive phases of the self-study and the procedures used in each phase. It has discussed the major areas of the college program which have been the subject of the self-study, attempting to present an accurate picture of the College at the inception of the study, of the changes that have been effected as a result of the study, and of those points which have been selected for further study and future change. Along with these, the first ten chapters have attempted to portray the Lewis College viewpoint, the thinking of the faculty and administration on educational matters.

The purpose of the present chapter is to summarize the main results and conclusions arrived at through the self-study, and described in the earlier chapters. These represent to a large extent the tangible effects of the study. It seems appropriate to mention here, at least in passing, that there are also intangible effects which will have an important influence as time goes on. These are not supported by statistics, but have been observable on the campus during the past year. The self-study has engendered a heightened spirit of enthusiasm and solidarity in the college community. It has quickened faculty interest in basic educational problems of the College, and has aroused greater concern for the solution of these problems. It has deepened faculty understanding of the objectives of the College, and has promoted unity of effort in working towards the achievement of these objectives. These effects are far from trivial and deserve inclusion in any summary of the results of the self-study, because they give promise of continued improvement of the college program in future years.

THE ROLE OF LEWIS COLLEGE

Lewis College has been since 1950 a small Catholic College of arts and sciences, drawing a large proportion of its students from a limited geographical area, and from families in limited economic circumstances. The College expects to preserve these characteristics in the future. All indications are that the College will grow numerically, but this growth will be controlled. Present planning is based on an eventual student body of fifteen hundred, although there is sufficient flexibility in the plans to cope with future contingencies.

Measures have already been taken to improve the liberal admissions policy which had been in effect. Rank in the high school graduating class has been made an important criterion for admission. The beneficial effects of this for the 1961 freshman class have already been observed by the faculty, and the 1962 class will show further improvement. Beginning with the 1961 class, all applicants are required to take the tests of the American College Testing program. Minimum scores on these tests have not been set as admission criteria. Decision on this awaits further study after adequate statistics have be been gathered on the correlation between scores on these tests and success in the curricula at Lewis College.

During the past two years the College has exerted efforts to establish cordial relations with the guidance personnel of the high schools from which our students come, in order that the recommendations of these individuals relative to admissions might have greater significance. All of these measures have been taken in order to insure insofar as possible, that applicants who are admitted will have reasonable probability of success in their college studies. The admissions policies and procedures will be subject to further continued study with this aim in mind.

Early in the course of the self-study, it became apparent that the image of Lewis College in the mind of the general public was an erroneous one. Much has already been done to correct this image and to present Lewis as a college of arts and sciences rather than as an aeronautical school. The discontinuance of the Industrial Arts, which was an aeronautical program, has been a help in this regard.

During the self-study emphasis was placed on a re-consideration of the aims and objectives of Lewis College. This was done, not with the intention of producing any radical change, but rather for the purpose of achieving greater clarity of statement, and a more complete understanding of the aims and objectives by all members of the college community. The re-formulated statement of aims and objectives is incorporated in Chapter II of this report. The need for a continuing study of the aims and objectives of the college, and for considering all problems of the College in relation to them, is recognized by faculty and administration.

The College recognizes also that it has obligation to the civic community in which it is situated. However, the self-study brought out the fact that evening and extension courses which were being offered, did not serve a real need. These courses were consequently discontinued. It is probable that a degree program will be offered in the evening at some future date, but this will not take place until adequate faculty personnel for such a program is available.

ADMINISTRATION

The administration of Lewis College underwent a major change when in June, 1960, it came under the direction of the Christian Brothers. It was in fact this change which initiated the present Lewis College self-study. A new President, Dean of the College, and Dean of Students took office at the time of the change, while other administrative offices were retained by the lay personnel who had held them prior to 1960.

As the self-study progressed, some changes in administrative organization were effected. The Board of Trustees was enlarged with the addition of a number of Christian Brothers to its membership. Meetings of this Board are now held regularly, something which had not always been true in the past. In order to profit from the advice of men prominent in various walks of life, a Board of Lay Advisors is now being formed, modeled on those already in existence at a number of Catholic colleges. An office of Vice President has been discontinued because it was not in fact a true vice-presidency. While in the past some administrators had unduly heavy teaching assignments, this over-burdening has been largely eliminated.

The administrative organization of the faculty was the subject of considerable discussion, both within college groups, and with outside consultants. As a result of these discussions, a re-organization of the faculty was effected. The divisional organization was discontinued, and departments were consolidated so as to eliminate one-man departments. The faculty is now organized in ten departments, and department chairmen have more clearly defined responsibilities. It is recognized that modifications of this present organization may become desirable as the College grows.

An office of Public Relations was established at Lewis College several years ago and has functioned very satisfactorily under its present director. Along with other projects, a placement service was established and the Alumni Association was organized. However, the administration recognizes the need for further expansion into an office of Development and Public Relations. A faculty member was relieved of teaching assignments during the second semester of 1961-1962 in order to study this area of administration. As this report is being written, final plans for this new office have not yet been adopted, but it should be in operation in the near future.

THE FACULTY

The faculty of Lewis College can be characterized as qualified and dedicated. Undergraduates and graduate degrees are from diverse sources, and involve a good number of months of graduate study. Faculty members in general teach only in their fields of specialization. The percentage of the faculty holding the doctor's degree has been increased and the percentage of those with only the bachelor's degree has been sharply decreased. The administration recognizes the importance of a well-qualified faculty, and is working towards the continued improvement of the faculty, both in the accession of new members and in provision for in-service training. A high proportion of the faculty continue their self-improvement by taking further graduate courses during the summers, and even during the College year.

The dedication of the faculty is seen first of all from the fact that a fairly large group, the Christian Brothers, are devoting their lives entirely to Christian education. This is also true, in a somewhat different sense, of the clergy who are members of the faculty. But the dedication of the lay faculty is also noteworthy. They give freely of their time and energy in promoting the educational development of students. This spirit of dedication, the administration seeks to foster and perpetuate.

The facutly as a whole shows a professional attitude which is commendable. Faculty members belong to a wide range of learned societies and professional organizations. They attend meetings of these societies and organizations in good numbers, and to some extent take an active part at these meetings. A limited number of them have published monographs or articles. The administration is aware of the need to provide the faculty with aids to professional growth. A number of such aids have been established, and the faculty makes use of them.

Faculty meetings are held monthly, and attendance is required. Faculty members have accepted this without question, even though for some years past, attendance had been optional. Outside speakers have been brought to faculty meetings as a part of an in-service training program. A monthly Faculty Bulletin published in advance of each faculty meeting, is another means for the same purpose.

The administration recognizes the need for continued improvement in faculty salaries if the College is to attract and to hold qualified academic personnel. While some improvement has already been made, the administration intends to work for further improvement.

Although faculty turn-over was relatively high in the early years of the College, the faculty has now acquired a definite stability. The number of replacements needed each year is quite small. Additions are however being made each year because of the need to increase the size of the faculty. As a matter of policy, applicants for faculty positions are brought to the campus for interviews before decisions are made.

THE CURRICULUM

The curriculum has been the subject of considerable study during the past two years. The program of general education is considered very satisfactory, with the exception of several points selected for further study in the future, as explained in Chapter V.

The program of advanced education has undergone a number of improvements. Statements of departmental objectives have been drawn up to relate the work of the department to the whole educational work of the College. In several cases, considerable departmental pruning has taken place, unnecessary courses being deleted from the offerings of the department.

The number of major programs has been reduced. A major in European History and one in American History were consolidated into a major in History. A major in Medical Technology and one in Industrial Arts were discontinued. Further studies led to the discontinuance of majors in General Science, French, German, and Sociology. Minors will continue to be offered in the last three subjects. They may be re-constituted as majors at some future date if there is an actual need for them.

Some special curricular provisions have been introduced. An Orientation course for new students was first offered in 1961. It is being expanded in 1962. The need for work in developmental reading has become a subject of concern to the faculty as a result of the self-study. According to present plans, initial steps in this area will be taken in 1962, and it is intended to extend the program as time goes on. One department has made special curricular provisions for advanced placement of high school graduates with superior educational background; other departments permit some waiving of elementary courses for the student of proven accomplishment. Further study of advanced placement will continue in the future. For the individual student, the College does keep in mind his high school background when planning his college program.

Lewis College recognizes the need for a continued study of the curriculum, and provision is made for this through the faculty Committee on Educational Policies.

INSTRUCTION

There is tangible evidence that the College officially places great emphasis on excellence of teaching and on the continued improvement of instruction. There is evidence that this is the faculty viewpoint also, but this evidence is more intangible. It appears however, from some of the topics discussed at faculty meetings, from the faculty concern for improving student scholarship, from the start that has been made in the preparation of course syllabi and in the use of forms for evaluation of instruction, and from the use of aids to professional growth.

As an aid in promoting student scholarship, the faculty member is free to consult the high school and college record of his students. He receives mimeographed material giving pertinent information on students: the list of honor students and the list of deficient students, and student scores on the American College Tests, the Sophomore Test of General Culture, and the Graduate Record Examination.

The College has recently begun keeping statistics on drop-outs and on the reasons for them. It has also begun to publish for the faculty summaries of grade distributions after each semester grade report.

Recent surveys have brought out that student use of the library and the amount of time spent by students in outside study do not come up to faculty expectations. Faculty efforts are now directed towards bringing about an improvement in these respects.

The improvement of instruction will continue to be a point of major emphasis at Lewis College.

THE LIBRARY

In the course of the self-study it became obvious that the library was too cramped for space to fulfill effectively its proper role on the college campus. Measures are already underway to remedy this deficiency. In September of 1962 the library will have available for use almost 18,000 square feet of floor space, about three times what it has at present. This will include an attractive main reading room with ample accommodations for all library patrons, stackroom space, work space, and special reading rooms. With this increase, the library will have adequate space for a number of years to come. Long-range plans include an entirely new library building at some future date.

Library holdings are increasing rapidly, and have in fact doubled in the past five or six years. The budget has made ample provision for the purchase of books and periodicals, and while the total number of volumes is still comparatively small the rate of growth is promising.

The purpose of the library is that of service to the college community. For this reason, an open-shelf policy is in effect. The administration is now seeking to provide the librarian with additional assistance so that he can efficiently maintain the services of the library to students and faculty. Abuses which had hampered library effectiveness are being eliminated.

Realizing the importance of the library as the intellectual center of the campus, the faculty are encouraging greater use of the library by students. The campus bookstore, by making good paperbacks readily available for purchase, is assisting the library in encouraging good reading.

STUDENT PERSONNEL SERVICES

The college recognizes the importance of the various student personnel services to the total educational program. A number of improvements have been made as a result of the self-study, and further improvements are planned for the near future.

Much has been done in the area of orientation of new students, including pre-college orientation, a re-organization of Freshman Week, the introduction of an Orientation course, and the enlisting of freshman teachers and counselors in the work of orientation. Initial steps have been taken for the in-service training of faculty counselors, and further measures are being planned.

The student activity program is adequate but needs study relative to over participation and under participation, and also to the initiation of a few well-selected religious activities. Further study is also to be given to the provisions for student health service.

Campus housing will be definitely improved by both the new dormitory and a reduction in the number of students assigned to a room in the old dormitory. Student discipline seems to be well-administered, judging by the fact that student morale on the campus is very good. The limited financial aids to students which are available are efficiently administered. The placement service has also given considerable help to students, with additional emphasis being placed in recent years on placement in graduate and professional schools.

BUSINESS AND FINANCE

The business and financial operations of Lewis College are properly and efficiently administered. This has been the expressed judgment of outside consultants who are experienced and qualified.

Prior to 1960 the College had been free of debt. It was however decided at that time to incur some debt in order to effect needed improvements in the physical plant. Adequate measures however have been taken for meeting the payments of principal and interest, thus providing for the eventual liquidation of the debts incurred.

THE PHYSICAL PLANT

The many improvements in the physical plant which have taken place or which are to take place have been described in Chapter X. By September of 1963 there will be three new buildings on the campus, a classroom-administration building, a gymnasium with provision for a student center, and a dormitory. The completion date for the dormitory is July, 1962.

Other buildings will have been re-modeled. The former technical institute building has already been converted into a Music-Theatre Hall. The library will have been considerably expanded and completely re-modeled by September, 1962. The cafeteria will be expanded and re-modeled during the summer of 1963. After the completion of the new classroom-administration building, the present classroom building will be converted into science laboratories, and also make provision for a language laboratory. Gas lines, sewer lines, and electric lines have already been laid to take care of these expansions.

THE PERMANENT SELF-STUDY

As the college year 1961-1962 draws to a close and with it the present self-study, the administration and faculty of Lewis College feel at the same time a sense of relief in a task completed, and a sense of gratification in what has been accomplished. And yet the concerted efforts of the past two years have brought home to the faculty something which is more important than any other individual result of the self-study. And that is a realization of the fact that a college cannot consider any self-study as fully completed, that self-study must continue year after year, and that the individual self-studies that a college undertakes are simply successive phases of this permanent self-study which must always be present on a college campus. This present self-study then, which is here reported, is only one of the successive phases of the permanent self-study at Lewis College.